

Серия «Высшее образование»

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## **АНГЛИЙСКИЙ для бакалавров менеджмента**

*Учебник*

*Рекомендовано государственным образовательным  
учреждением высшего профессионального образования  
«Московский государственный лингвистический  
университет» к использованию при изучении  
дисциплины «Иностранный язык» в образовательных  
учреждениях высшего профессионального образования,  
реализующих образовательные программы  
в области экономики и менеджмента.*

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Цель данного учебника — подготовить студентов к самостоятельному чтению аутентичной литературы по менеджменту, а также сформировать навыки устной и письменной речи на иностранном языке в пределах изучаемых тем по специальности.

Учебник построен на принципах сознательно-коммуникативного метода обучения иностранным языкам и рекомендуется для использования на профессиональноориентированном этапе подготовки по предмету в вузе. Он разработан в соответствии с государственным образовательным стандартом высшего профессионального образования и программными требованиями дисциплины «Иностранный язык».

В книгу включены оригинальные и адаптированные текстовые материалы, разработанные на основе аутентичных источников и отечественных периодических изданий на английском языке. Учебник предназначается для студентов экономических специальностей вузов и колледжей, а также для широкого круга специалистов, имеющих деловые связи с зарубежными фирмами.

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## ПРЕДИСЛОВИЕ

Предлагаемый учебник предназначен для студентов, изучающих менеджмент в вузах экономического профиля. Он рассчитан на профессионально-ориентированный этап обучения иностранному языку в высшем учебном заведении. Учебник разработан в соответствии с государственным образовательным стандартом высшего профессионального образования и программными требованиями дисциплины «Иностранный язык». Книгу можно также использовать для студентов экономических колледжей и широкого круга специалистов, имеющих деловые связи с зарубежными фирмами.

Книга построена на следующих принципах сознательно-коммуникативного метода обучения иностранным языкам: личностноориентированный характер лингвистической и профессиональной подготовки, сознательное и активное овладение обучаемыми предметом в целях участия в межкультурном общении, коммуникативная направленность обучения дисциплине.

Цель учебника — подготовить студентов к самостоятельному чтению аутентичной литературы по менеджменту, сформировать навыки устной и письменной речи на иностранном языке, а также навыки общения в ситуациях профессиональной коммуникации.

В издание включены оригинальные и адаптированные текстовые материалы, разработанные на основе англо-американских научных источников и отечественных периодических изданий на английском языке.

Книга состоит из предисловия, 10 уроков (Units), образцов устной и письменной речи, грамматического справочника, словаря, ключей и библиографического списка. Учебник рассчитан на 170–180 учебных часов.

В книге представлены такие темы, как «Управленческое образование», «Менеджмент», «Набор руководящих кадров», «Руководство», «Управление персоналом», «Обслуживание клиентов», «Ошибки управления», «Личностный рост», «Люди в управлении», «Известные компании мира».

Каждый урок посвящен определенной теме и состоит из двух, трех или четырех частей, построенных по единому принципу. Учебный материал включает активные слова для запоминания, предтекстовые лексико-грамматические и речевые упражнения, текст или тексты, послетекстовые упражнения коммуникативного характера. Уроки завершаются ролевыми играми.

Работа с упражнениями способствует преодолению лексических и грамматических трудностей текстов. В лексических упражнениях особое внимание уделяется образованию однокоренных слов, сочетаемости словарных единиц, использованию слов-интернационализмов, синонимов и антонимов. Работа над текстами облегчается благодаря усвоению активной лексики урока и возможности прибегнуть к словарю в конце книги. Выполнение разнообразных заданий к текстам способствует развитию навыков просмотрового, ознакомительного, поискового и изучающего чтения.

Перед выполнением грамматических упражнений рекомендуется изучить или повторить материал, представленный в грамматическом справочнике (Reference Grammar). В нем содержится информация о словообразовании, существительном, прилагательном, временах глагола, неличных формах глагола, некоторых случаях употребления сослагательного наклонения. Объяснения даются на русском языке, чтобы дать возможность сту-

дентам лучше понять грамматические явления. В конце учебника к наиболее трудным упражнениям приводятся ключи для самоконтроля.

Упражнения коммуникативного характера предполагают вопросно-ответную работу в парах, комментированный пересказ, групповое обсуждение проблем, ролевые игры. Именно эти задания определяют коммуникативную направленность учебного материала. Речевые образцы для ведения уроков и дискуссий, этикетные формулы для различных ситуаций делового и бытового общения представлены в приложениях в конце учебника.

Задания для развития навыков письменной речи предусматривают описание на основе текстовых материалов уроков, заполнение анкет, написание резюме, автобиографии, деловой и личной корреспонденции, аннотаций и суммарного изложения текстов. Образцы и клише приводятся в уроках и приложениях (в разделе Writing Language).

В словарь в конце учебника включены термины и общеупотребительная лексика. Здесь же имеются списки географических названий и имен собственных, встречающихся в материалах уроков.

*Автор*

## UNIT 1 MANAGEMENT EDUCATION

### 1.1. Management Training in the USA and Great Britain

**Exercise 1.** Focus on the topical vocabulary.

- management education [ˈmænɪdʒmənt ˌedʒuˈkeɪʃən] — управ-  
ляющее образование, образование в области ме-  
неджмента
- management studies [ˈstɑːdɪz] = management science  
[ˈsaɪəns] — наука управления
- higher educational institution [ˈhaɪə ˌedʒuˈkeɪʃənəl ˌɪnstɪ-  
ˈtjuːʃən] = higher educational establishment [ɪsˈtæb-  
lɪʃmənt] = higher school — высшее учебное заведение
- to award a degree to smb [əˈwɔːd ə dɪɡriː] — присуждать  
степень кому-л.
- to receive a degree [rɪˈsiːv] = take a degree — получить сте-  
пень
- to graduate from [ˈɡrædʒueɪt] v — окончить (учебное за-  
ведение)
- graduate [ˈɡrædʒuɪt] n — выпускник
- administration [ədˌmɪnɪˈstreɪʃən] n — управление дела-  
ми, ведение (дела, предприятия), управление
- business activity [ˈbɪznɪs ækˈtɪvɪti] — деловая активность,  
торгово-промышленная деятельность, экономическая  
деятельность

- economic law [ˌɪkəˈnɒmɪk ˈlɔː] — хозяйственное право
- operating management [ˈɒpəreɪtɪŋ] — управление опера-  
циями, управление оперативной деятельностью
- business management — управление торгово-промышлен-  
ным предприятием
- business financing [faɪˈnænsɪŋ] — финансирование пред-  
приятий
- business law — торговое право
- financial management [faɪˈnænsjəl] — финансовый менедж-  
мент
- personnel management [ˌpɜːsəˈnel] — кадровый менедж-  
мент
- accounting [əˈkaʊntɪŋ] n — бухгалтерский учет
- to be highly regarded [ˈhaɪli rɪˈɡɑːdɪd] — пользоваться хо-  
рошей репутацией
- to rank among the best [ˈræŋk əˈmɒŋ ðə ˈbest] — отно-  
ситься к лучшим
- to train managers [ˈtreɪn ˈmænɪdʒəz] — готовить менед-  
жеров
- management personnel [ˈmænɪdʒmənt ˌpɜːsəˈnel] — адми-  
нистративно-управленческий аппарат, управленчес-  
кий персонал
- business studies — курс бизнеса (в школе или колледже,  
посвященный финансам и экономике)
- bookkeeping [ˈbʊkkiːpɪŋ] n — бухгалтерский учет, сче-  
товодство
- office work [ˈɒfis wɜːk] — делопроизводство
- typing [ˈtaɪpɪŋ] n — машинопись
- stenography [steˈnɒɡrəfi] n — стенография

**Exercise 2.** Practice saying the names of the educational  
institutions and academic degrees.

- Harvard University [ˈhɑːvəd ˌjuːnɪˈvɜːsɪti] — Гарвардский  
университет
- Stanford University [ˈstænfəd] — Стэнфордский универ-  
ситет



the University of San Francisco [sænfrən'siskəʊ] — Университет Сан-Франциско

the University of Pennsylvania [pensil'veiniə] — Пенсильванский университет

the University of Michigan [ˈmiʃiɡən] — Мичиганский университет

the Massachusetts Institute of Technology [ˌmæsə'tʃu:sets 'ɪnstitju:t əv ˌtek'nɒlədʒi] — Массачусетский технологический институт

the University of Manchester [ˈmænlʃɪstə] — Манчестерский университет

Radcliffe College [ˈrædklif ˌkɒlɪdʒ] — Радклифский колледж (часть Гарвардского университета)

bachelor's degree [ˈbætʃələz] — степень бакалавра

master's degree [ˈmɑ:stəz] — степень магистра

doctor's degree [ˈdɒktəz] — степень доктора

Master of Business Administration (MBA) — магистр делового администрирования

Master of International Management (MIM) — магистр международного менеджмента

Master of Management Science (MMS) — магистр науки управления

Philosophy Doctor (PHD) [fi'lɒsəfi] — доктор философии

**Exercise 3.** Try to understand the meaning of the derivatives. Consult § 1 (Reference Grammar).

Relate, relative, relatively; produce, product, production; serve, service; organize, organizer, organization; connect, connected, connection; close, closely; science, scientist, scientific; profit, non-profit; train, training; effect, effective, effectiveness; just, justly; world, famous, world-famous; found, founder, foundation; differ, different, difference; high, highly; money, monetary; grow, growth; consume, consumer, consumption; institute, institution; promise, promising; execute, executive.

**Exercise 4.** Guess what these international words mean. Consult § 2 (Reference Grammar).

Products and services; monetary systems; to train economists, businessmen, managers and administrators; to organize a business; business schools; the effectiveness of the organization of business activity; international management; the system of management; a bachelor, a master, a doctor, a Philosophy Doctor; technology; finance; business management; business financing; financial management, personnel management; international companies; practical; production processes; loyal; consulting companies; centres of training managers; prestigious colleges.

**Exercise 5.** Read the words formed by conversion and say what they mean.

Model: an award — to award — награда — награждать

Trade — to trade, stage — to stage, finance — to finance, an award — to award, a form — to form, service — to service, a demand — to demand, work — to work, must — a must, a test — to test, credit — to credit, research — to research, finish — to finish, a graduate — to graduate, a mine — to mine, honour — to honour.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

A relatively young science; the period of rapid economic growth of the country; to have links with many branches of knowledge; to handle people; to belong to universities; to finish high school; to go to university; to get management education; to be world-famous; to award a degree; to receive a bachelor's degree; to take a master's degree; to be the best educational institution; different branches of industry; to encourage good workers; to promote skilled workers; to participate in corporate management improvement programs.

**Exercise 7.** Give the plural forms of these nouns. Consult § 3 (Reference Grammar).

- a) Executive, manager, letter, company, firm, user, offer, degree, service, place, office, page, pager, computer.
- b) Boss, address, business, fax, bus, watch, bush, wish, complex.
- c) Nationality, responsibility, duty, country, university, salary, ability, vacancy.
- d) Day, key, boy, toy, survey.
- e) Tomato, potato, motto, hero, cargo; piano, photo, disco, scenario.
- f) Wife, half, life, leaf, loaf, shelf; chief, safe, handkerchief; scarf, roof.
- g) Man, woman, foot, goose, tooth, mouse; child; fish, sheep.
- h) Datum, criterion, phenomenon, thesis, crisis, appendix, formula, sanatorium, curriculum vitae, curriculum, stimulus.

**Exercise 8.** Write the basic forms of the following verbs. Consult § 5 (Reference Grammar).

To make, to be, to develop, to start, to change, to study, to award, to take, to get, to do, to continue, to defend, to found, to work, to train, to qualify, to receive, to establish, to situate, to see, to train, to deliver, to pass, to complete, to begin, to have, to hold, to graduate.

**Exercise 9.** Read the text and find out what conditions contributed to the emergence of management studies.

#### **Management Training in the USA and Great Britain**

Management is a relatively young science. It was born in the USA at the beginning of the 20th century. It was the period of rapid economic growth of the country. The United States became a powerful nation with rich natural

resources and developed industry and agriculture. The interests of business called for effective organization of production, buying and selling of goods and services. The companies were also in need of people who were able to make business profitable.

Management science has links with many branches of knowledge — mathematics, engineering, sociology, psychology, etc. But first of all, management is closely connected with economics, the oldest of the social sciences dealing with the production of wealth, the consumption of products and services, and the organization of the monetary system, industry, trade and business in a country or in the world.

Experts believe that management science is an independent branch of knowledge which deals with the control and organizing of different businesses and non-profit organizations as well as handling people at work. Management studies are an integral part of training economists, businessmen and administrators. Economics, business and management are studied at universities, colleges and different business schools all over the world.

The United States is the world leader in management. Management Science was mostly developed in the country in the 20th century. Scientific management stimulated the development of US economy. Since then the Americans have shown the effectiveness of their economic and administrative systems. The names of such US companies as Ford, General Motors, General Electric, Microsoft, Coca Cola, McDonald's and many others are world-famous. The effectiveness of American business can be justly explained by the effectiveness of business studies and management science.

Nowadays in the USA there are over 1300 business schools, 600 of them belong to universities. More than 10,000 management consulting companies work in the country.

The American university system of management education has three stages. After completing the courses of tuition, students are first awarded a bachelor's degree, then a master's degree and finally a doctor's degree. Having finished high school, young people go to university and receive a bachelor's degree after four years of studies. After two more years at university graduates take the degree of Master of Business Administration (MBA), Master of Management Science (MMS), Master of International Management (MIM), etc. The MBM programs are prevailing in the US schools of business. The highest university degree is a Philosophy Doctor (PHD), given after further three or four years of studies. A master's degree is professional, a doctoral degree is scientific.

At US universities students take economics, economic law, accounting, marketing, business management, business financing, business law, operating management, human relations, personnel management, computer science, and other disciplines.

Harvard University, Stanford University, the University of San Francisco, the University of Pennsylvania, the University of Michigan, and the Massachusetts Institute of Technology have world-famous schools of business. There is a graduate seminar in management at Radcliffe College, one of the prestigious Seven Sisters schools for women.

The leader in American business and management education is Harvard Business School. University graduates having an MBA from Harvard University are in great demand in the country and abroad.

European management education is also highly regarded in the world. There are about 300 centres of training managers in Europe. Some British business schools rank among the best educational institutions.

The London School of Economics is a prestigious college at London University. The college was founded in 1895. Students study economics, finance, accounting, business

management, business financing, business law, financial management, personnel management, etc. Graduates are awarded an MBA degree.

The University of Manchester has a famous school of business. Manchester Business School was founded in 1965. It trains managers for different branches of industry.

Business colleges are secondary educational institutions. Students take courses in economics, business studies, bookkeeping, office work, typing, stenography and others.

In different countries many companies train their own management personnel of middle and low levels. They encourage people having broad practical experience, knowledge of production processes and business activity, and send them to take a management course. Loyal, enterprising, creative, and skilled workers are promoted to higher positions.

Big companies train their managerial staff by themselves at special institutions. For example, the famous US company General Electric has the Management Development Institute in Ossining, N.Y. A lot of GE employees attend courses in management to get positions as managers. Many managers participate in corporate management-improvement programs. There are also successful programs for top managers: the Management Development Course, the Business Management Course, and the Executive Development Course. If a manager is promising, he or she is sent to the institute to take a course, and promoted to a higher or leading position.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

Производство благ; потребление продуктов; денежная система; неотъемлемая часть; а также; подготовка экономистов, бизнесменов и администраторов; главным образом; известны во всем мире; ступени (обучения); получать степень бакалавра; степень магистра; степень доктора; выпускники университета; изучают экономику;



пользуются спросом; пользуются хорошей репутацией; относятся к лучшим учебным заведениям; средние учебные заведения; управленческий персонал среднего и нижнего звена; выдвигаются на более высокие должности; работники «Дженерал электрик»; посещать курсы менеджмента.

**Exercise 11.** Answer the following questions in pairs.

1. What sciences is management connected with?
2. What is management science?
3. What country is the world leader in management?
4. What famous American companies do you know?
5. What degrees do American universities award to their students?
6. What degrees for management do university graduates receive?
7. What are the most prestigious business schools in the United States?
8. What are the famous business schools in Great Britain?
9. Would you like to study management abroad? Where in particular?

**Exercise 12.** Read the article about the London School of Economics. Prove that it is the most prestigious college of this kind in the United Kingdom.

### London School of Economics

<The London School of Economics and Political Science is institution of higher learning in the City of Westminster, London, England. It is one of the world's leading institutions devoted to the social sciences. A pioneer institution in the study of sociology and international relations, it offers bachelor's, master's, and doctorate degree programs. Among its postgraduate courses are those in European politics and policy, gender, housing, the political economy of transition in Europe, the politics of empire and postimperialism, and social policy and planning in developing countries. It

administers centres for research in economics, finance, politics, and society; for environmental law and policy; and for the study of global governance. Total full-time enrollment is approximately 5,600; about half of its students are postgraduates.

<The London School of Economics was cofounded in 1895 by Sidney and Beatrice Webb, the former a trustee of the will of Henry Hunt Hutchinson, who wanted the residue of his estate to be spent on socially constructive purposes. George Bernard Shaw was also important in the founding of the school, which became a college of the University of London in 1900. Although Hutchinson, the Webbs, Shaw, and other cofounders were dedicated Fabians, the Webbs established the principle that the school would offer knowledge and interpretation without dogma. Thus, the influential conservative Friedrich von Hayek was among its five faculty members who have won Nobel Prizes in economics. Foreign students have long constituted a large proportion of LSE's student body; in the 1990s about half of its students came from overseas. Among former LSE students are some two dozen past or present heads of state, including presidents and prime ministers.

**Exercise 13.** Say if these statements are true or false. Correct the wrong variants.

1. The London School of Economics is situated in the centre of the British capital.
2. This institution of higher learning specializes both in social sciences and natural sciences.
3. Students and postgraduates study the problems of global economic and social development, worldwide policy and management.
4. A prominent playwright played an important part in establishing the college.
5. Foreign students are not admitted to the London School of Economics.

**Exercise 14.** Work in pairs. Speak about prestigious American and British universities and business schools. Use the model and information below.

Model. A: Where is *Stanford University?* situated?

B: Harvard University is in Cambridge, Massachusetts.

A: Who founded the university?

B: John Harvard did.

A: When was Harvard University founded?

B: In 1636. It is the oldest educational institution in the United States.

A: Does the university have a business school?

B: Yes. Harvard Business School is prestigious and world-famous.

Stanford University; to the south of San Francisco, California; Leland Stanford; 1885; Stanford Business School.

University of Pennsylvania; Philadelphia, Pennsylvania; Benjamin Franklin; 1749; a business school.

London University; London; 1836; London School of Economics.

**Exercise 15.** How do you feel about getting higher education through Distance Learning? Read the advertisement about the American University of London and say if you would like to study there and why. What is the mission of the university and how well is it carried out, in your view?

The American University Of London AUOL, was originally established in 1984 as the American College of Science & Technology and became a University in 1986. The international distance learning centre was incorporated independently as an On-Line and Distance Learning University. The mission of the university is to «to bring closer to every student everywhere in the world

the exciting prospect of higher education through Distance Learning.

Currently AUOL has six Schools: School of Business, School of Information Technology, School of Law, School of Education & Liberal Arts, School of English & School of Humanities. Each School has its own members consisting of a Dean, tutors, assessors and accredited examiners.

Students from more than 90 countries have registered at AUOL. The Alumni are found around the world particularly in South East Asia, the USA & Canada, and the Middle East & China.

The university offers 65 undergraduate majors and 83 minors. AUOL also offers 26 graduate programs in Law, Business, Arts, Education, English and the Humanities.

AUOL has academic co-operation agreements, affiliation & representations with a number of educational establishments in the USA, Canada, Malaysia, China, Greece, Syria, Indonesia, Egypt, Spain, Saudi Arabia, Argentina, Hungary, Iran, Yemen, Taiwan & S.Korea.

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**Exercise 16.** Work in pairs. Ask your partner what foreign countries he/she has visited and what educational institutions offer management education there.

Model. A: What foreign countries have you visited?

B: I've been to the Netherlands and Switzerland.

A: Where can you get management education in these countries?

B: I think you can do Executive MBA programs in the Maastricht School of Management. By the way, they have a globally networked management school. The University of St.Gallen in Switzerland offers full-time MBA programs. It is situated just outside Zurich, one of the world's most important financial capitals.



**Exercise 17.** Work in pairs. Compare the curricula at foreign and Russian universities, institutes or business schools. Use the model below.

Model. A: What subjects do American students take at business schools? *European politics etc.*

B: They study...

A: What about Russian economics students?

B: They take... *3000*

**Exercise 18.** Discuss the following topics in class.

1. The best management education.
2. The most prestigious higher educational institutions in the world.

**Exercise 19.** Imagine you would like to study management abroad. Write a letter to the university / college / business school. Consult the Writing Language Section.

## 1.2. Training of Managers in Russia

**Exercise 1.** Focus on the topical vocabulary.

curriculum [kə'rikjələm] (*pl* curricula [kə'rikjələ]) *n* — учебный план, программа университета, института

department [di'pɑ:tmənt] *n* — факультет; кафедра; отделение; отдел

first-year student ['fɜ:st 'jiə 'stju:dənt] = freshman ['frefsmən] *n* *амер.* — студент-первокурсник

to be a first-year student = to be in one's first year — быть на первом курсе

second-year student = sophomore ['sɒfəmə:] *n* *амер.* — студент-второкурсник

senior student ['si:nɪə] — старшекурсник

undergraduate ['ʌndə'grædʒuət] *n* — студент последнего курса

postgraduate ['pəʊst 'grædʒuət] *n* = graduate student аспирант

general sciences [dʒenərəl] — общеобразовательные науки

(the) humanities [hju:'mænitiz] = liberal arts ['libərəl 'ɑ:ts]

*pl* — гуманитарные науки

advertising ['ædvətaɪzɪŋ] *n* — реклама *реклама*

logistics [lə'dʒɪstɪks] *n* — логистика; снабжение, материально-техническое обеспечение

computer science [kəm'pjʊ:tə'saɪəns] — информатика, наука о преобразовании информации *informatics*

production planning [prə'dʌkʃən 'plæniŋ] — производственное планирование *Technical*

organization planning [ɔ:gənaɪ'zeɪʃən] — организационное планирование

risk management — управление рисками

insurance [ɪn'sʊərəns] *n* — страхование

enterprise management ['entəpraɪz] — управление предприятием

project management ['prɒdʒəkt] — управление проектом

real estate ['riəl'ɪs'teɪt] — недвижимое имущество, недвижимость

realty ['rɒlti] *n* — недвижимое имущество

labour law ['leɪbə] — трудовое право

quality management ['kwɒləti] — управление качеством

quality audit ['kwɒləti 'ɔ:dɪt] = quality check [tʃek] = quality control [kən'trɒl] — контроль качества, проверка качества

realtor ['riəltə] *n* *амер.* — агент по продаже недвижимости

marketing specialist [mɑ:kitɪŋ 'speʃəlɪst] — маркетолог

**Exercise 2.** Try to understand the meaning of the derivatives.

Proper, properly; quality, qualified, qualification; human, humanity, humanities; chemical, chemistry; insure, insurance; enterprise, enterprising; graduate, undergraduate, postgraduate, graduation; plan, planner, planning;

specialize, specialized, specialization; tax, taxation; person, personnel; complete, completion; leave, school-leaver; deal, dealer; distribute, distribution, distributor; real, reality, realtor.

**Exercise 3.** Guess what these international words mean.

Economics, management and business training; market economy; the private sector in the economy; economics departments at universities, institutes and colleges; international managers; business correspondence; documents; the formal style of communication; the leading centre of culture in Russia.

**Exercise 4.** Complete the sentences with the prepositions *after, as, at, by, in, of, on, to* where necessary.

1. At present there are a lot of higher educational establishments training economists and managers in Russia. 2. Freshmen study such subjects as mathematics, physics, chemistry, computer science and others. 3. Mr. Brown is a manager in a bank. 4. She works as an accountant in a firm. 5. In the USA university students pay for their tuition. 6. The Economics Department was founded on July 30, in 1950. 7. St. Petersburg University was established by Peter the Great in 1724. 8. Miss Adams is a Bachelor of Management. 9. At lunch he returned to the office. 10. Soft drinks are a great demand on summer.

**Exercise 5.** Find synonyms in List A and B, C and D.

Model: a department — a chair

A. A second-year student; a department; a subject; finals; tuition; importance; a dissertation; demands; reality; a first-year student.

B. Instruction; significance; a sophomore; a freshman; a chair; final examinations; a thesis; requirements; discipline; real estate.

Model: to set up — to establish

C. To train; to start a business; to research; to set up; to have training; to include; to be prestigious; to continue; to be in need of; to be necessary; to take management.

D. To found a firm; to do research; to establish; to be a trainee; to study management science; to be highly regarded; to go on; to deliver training; to comprise; to need; to be a must.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

Firms and joint ventures; to meet the demand of; to pay for tuition; to be free of charge; to do research; to grow considerably; to be in need of; to take reality; labour law; office work; to be qualified as accountants; to take a post-graduate course; to defend a thesis; to receive a candidate's degree; to take a doctor's degree; to be in great demand; to be highly regarded; to rank among the ten top universities in the world; to complete a four-year course of studies; to work as realtors and quality controllers.

**Exercise 7.** Complete the sentences with the proper forms of the verb *to be*. Consult § 35 (Reference Grammar).

1. Now we are economics students. 2. My friend was good at sciences at school. 3. Hurry! You are to go there at once. 4. She is to come to my place tomorrow. 5. I am interested in management. 6. Who is to blame? 7. My girl-friend was 20 years old then. 8. Mr. Brown is in. He's waiting for you. 9. You're mistaken, he is a talented engineer. 10. Was you at home yesterday? 11. It is difficult to find a good job now. 12. The money is on the table. Take it.

**Exercise 8.** Read the text and compare management training abroad and in Russia.

### Образование в России Training of Managers in Russia

At present a proper economics, management and business education is of great importance for this country. Russia has made a transition to market economy. Business is developing rapidly. Many firms and joint ventures have been started. The private sector in the economy has grown considerably. That is why companies are in need of qualified economists, managers and other specialists.

At present the system of education is changing to meet the demands of the economic development of the country.

In Russia economics, business and management are mostly studied in economics departments at universities, institutes and colleges. There are also business schools in big cities. In some educational institutions students pay for their tuition, in others education is free of charge.

Economics departments at universities and institutes award degrees or diplomas in management, economics, and accounting. The curricula include general subjects, humanities and specialized subjects. First and second-year students take mathematics, physics, chemistry, computer science, social sciences and a foreign language. English is a must for international managers. At English lessons students study Business English — the language of business correspondence, documents and the formal style of communication at work.

Senior and undergraduate students study a lot of specialized subjects, such as economics, marketing, advertising, management, statistics, logistics, finance, banking, accounting, production planning, organization planning, realty, labour law, office work, business correspondence and others. Students have training in offices, banks, factories and shops. Graduates are qualified as economists, managers, accountants, etc.

After graduation people who are interested in research can take a post-graduate course in economics and management. They do research in financial management, business management, organization planning, etc. After two

or three years of studies postgraduates defend a dissertation and receive a candidate's degree. People can continue with their research for some more years, defend a dissertation and take a doctor's degree.

The oldest and most prestigious state universities are in Moscow and St. Petersburg. There are famous classic universities in Rostov-on-Don, Krasnodar, Voronezh and other cities. University graduates are in great demand in the country.

Moscow University was founded by Mikhail Lomonosov in 1755. Now it is one of the leading centres of learning, science and culture in Russia. At present Moscow University has 29 faculties. The Economics Faculty was established in 1941. A. I. Churov, A. Y. Boyarsky, V. S. Nemchinov, K. V. Ostrovityanov, S. K. Tatur, N. A. Tsagolov and other prominent economists worked at the university. The Economics Faculty trains economists and managers. Besides general subjects, students take such specialized disciplines as economics, banking, finance, marketing, risk management, enterprise management, project management, personnel management, insurance, etc.

St. Petersburg University is the oldest university in Russia. It was established by Peter the Great in 1724. The university is highly regarded in the country and abroad. It ranks among the ten top universities in the world. St. Petersburg University has many faculties, among them the Faculties of Economics and Management.

South Federal University (formerly Rostov State University) is one of the oldest higher schools in the south of the country. It was founded in 1870. In 1965 the Faculty of Economics and Philosophy was established, in 1970 it was divided into two independent faculties. The Faculty of Economics trains economists, marketing specialists, region specialists, economists-mathematicians, economists-managers and managers. The training is delivered in economic theory, international economy, finance and credit, taxes and taxation,

accounting, analysis and audit, marketing, region studies, anticrisis management, personnel management, and organization management.

[Moscow, St. Petersburg, Rostov and other old classic universities award a bachelor's degree and a master's degree to their graduates.] Full-time students usually earn a bachelor's degree after completing a four-year course of studies and defending a degree paper. They are qualified as Bachelors of Management or Bachelors of Economics. Students receive a master's degree after completing a six-year course, that is they study two more years after taking a bachelor's degree. Graduates are qualified as Masters of Management or Masters of Economics.

At colleges and business schools students take business studies, management studies, real estate, advertising, bookkeeping, quality management and audit and other subjects. College graduates and school leavers work as low level managers, dealers, distributors, realtors, quality controllers, etc.

**Exercise 9.** Find in the text the equivalents of these words and word combinations.

В настоящее время; хорошее образование в области экономики, менеджмента и бизнеса; факультеты экономики; студенты первых и вторых курсов; бухгалтерский учет; специальные предметы; получать квалификацию экономиста, менеджера, бухгалтера; проходить практику в учреждениях; выдающиеся экономисты; самостоятельные факультеты; обучение; регионоведение; защищать дипломную работу; выпускники колледжей и школ; магистр управления; магистр экономики.

**Exercise 10.** Answer the following questions in pairs.

1. Where can people get management education in Russia?
2. What specialized subjects do economics and management students take?

3. What famous universities do you know?
4. What qualifications do graduates get?
5. What degrees do students receive?
6. Where do students get through practical training?

**Exercise 11.** Work in pairs. Speak about the demand for specialists and products in Russia. Use the model and list of words below.

Model 1. A: What professions are in great/little demand?  
B: Bookkeepers are in great demand. Lawyers are in little demand.

Accountants, teachers, doctors, managers, economists, engineers, fashion designers, workers, builders, programmers.

Model 2. A: What goods are in great/little demand in summer/winter/all seasons?  
B: Sunglasses are in great demand in summer. Winter clothes are in little demand in summer.

Coats, raincoats, shoes, boots, umbrellas, sweaters, hats, caps, tights, bathing suits, toys, strong drinks, soft drinks, fruits, vegetables, music centres, televisions, computers, videos, mobile phones, stationary goods, books.

**Exercise 12.** Work in pairs. Speak about the academic degrees awarded at Russian universities. Use the model and information from the text.

Model. A: Do universities award degrees or diplomas in management?  
B: Old, classic universities award... New universities, institutes and colleges give...  
A: What degrees do students receive? How long do they study?  
B: They study... for a bachelor's degree...



**Exercise 13.** Write about a famous Russian university which provides management education.

### 1.3. Alma Mater

**Exercise 1.** Focus on the topical vocabulary.

alma mater [ælma 'mentə, -'ma:tə] *n* *лат.* — альма-матер (букв. мать кормящая), старинное название университетов

enrollment [in'reʊlmənt] *n* — student body ['bɒdɪ] — набор, количество (принятых студентов); контингент студентов

standard of teaching ['stændəd əv'ti:tʃɪŋ] — уровень преподавания

to provide [prə'vaɪd] *v* — обеспечивать

skilled [skɪld] *a* — умелый, квалифицированный

teaching staff ['ti:tʃɪŋ 'sta:f] — профессорско-преподавательский состав

the head of the department [di'pɑ:t'mənt] — заведующий кафедрой

faculty ['fækəlti] *n* — факультет

extra-mural ['ekstrə'mjuərəl] *a* — заочный или вечерний (о факультете)

dean [di:n] *n* — декан

to involve [in'vɒlv] *v* — включать в себя; заключать, содержать; подразумевать

to be involved with — быть занятым, заниматься

full-time students [ful'taɪm 'stju:dənts] — студенты дневного отделения

part-time students [pɑ:t'taɪm] — студенты заочного или вечернего отделения

to qualify as ['kwɒlɪfaɪ əz] — присваивать квалификацию

to deliver lectures on smth [di'livə 'lektʃəz] = to give lectures on smth — читать лекции по какому-л. предмету

credit test ['kredit 'test] *n* — зачет

term [tɜ:m] = semester [si'mestə] *n* — семестр

grant ['grɑ:nt], scholarship ['skɒləʃɪp], stipend ['stɪpend] *n* — стипендия

the term of tuition [tju:'ɪʃn] — срок обучения

**Exercise 2.** Try to understand the meaning of the derivatives.

Important, importance; develop, development; pay, payment; communicate, communication; memory, memorial; situate, situated, situation; occupy, occupied, occupation; mine, miner, mining; teach, teaching, teacher; provide, provision; skill, skilled; lecture, lecturer; enrol, enrollment; education, educated, educational; direct, direction, director; count, account, accountant, accounting; advertise, advertising, advertisement, ad; market, marketer, marketing; law, lawyer; examine, examiner, exam, examination; read, reader, reading-room; equip, equipment, well-equipped.

**Exercise 3.** Guess what these international words mean.

A technical university; to occupy; to organize; to train engineers; a standard; a mechanical faculty; construction; geology; economics; mathematics; technical; machines; electrical engineering; construction and chemical industries; physical training; social; general; associate professor; candidate; correspondence; humanities; qualified lecturers; marketing; statistics; logistics; practical training; the course of training; to complete a course; to qualify as economists; a candidate; correspondence; academic; credit tests; lecture halls; a sports ground; banks; computer classrooms; laboratories; gymnasiums; private companies.

**Exercise 4.** Complete the sentences with the prepositions *in, at, of, to, with, on, after* where necessary.

1. My friend left \_\_\_\_\_ school two years ago. 2. My brother graduated \_\_\_\_\_ the institute \_\_\_\_\_ 1995. 3. I live



1. ~~at~~ a new block of flats in the centre of the town.  
 4. My mother studied at Moscow University. 5. The institute is headed by the director. 6. Let's meet at the entrance to the park. 7. My family consists of four persons. 8. The head of the Foreign Languages Department is I.A. Tishchenko, Associate Professor, Candidate in Sciences (Pedagogics). 9. The Economics Faculty and the Management Faculty are involved in full-time students. 10. My brother studied by correspondence. 11. I like Prof. Pavlenko's lectures on economics. 12. I dream of working in a big company at graduation. 13. They got married in last winter. 14. We took our entrance exams in July.

**Exercise 5.** Find synonyms in List A and B, C and D.

Model: Science and technology — science and engineering

A. Construction; machines; an enrollment; a staff; a higher school; a storey; science and technology; humanities; an extra-mural faculty.

B. A higher educational institution; science and engineering; liberal arts; an evening faculty; machinery, a floor; a correspondence faculty; a student body; building; personnel; a higher educational establishment.

Model: to organize — to arrange

C. To be situated; to occupy; to found; to train; to consist of; to organize; to be involved with; to study by correspondence; to be a first-year student; to head the department; a term; to study subjects; to complete; to be a second-year student.

D. To establish; to deal with; to be a part-time student; to be a freshman; to be a sophomore; to be in charge of the department; to be housed; to educate; a semester; to take subjects; to finish; to be located; to arrange; to incorporate.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

To be situated; to occupy a building; a memorial plaque; at the entrance; in memory of; to be founded; to provide a high standard of teaching; a skilled teaching staff; the total enrollment of students; a higher school; a higher educational establishment, a higher educational institution; to hold a post; to incorporate the departments of economics and management; social sciences, general sciences; exact sciences; specialized subjects; part-time students; full-time students; the head of the department; qualified lecturers; to deliver lectures; to get practical training; to be over; to take exams/credit tests; to pass examinations/credit tests; to sit an exam; to read for an exam; to be sitting for an exam; to fail an exam; a course of study; to get grants.

**Exercise 7.** Form the degrees of comparison of these adjectives and adverbs. Consult § 4 (Reference Grammar).

Model 1: Big — bigger — the biggest

Fine, large, wise, hot, tall, sad, quick, hard, young, big, kind, warm, fast, long.

Model 2: happy — happier — the happiest

Busy, wealthy, happy, lazy, dirty.

Model 3: simple — simpler — the simplest

Simple, narrow, clever.

Model 4: beautiful — more / less beautiful — (the) most / least beautiful

Difficult, interesting, beautiful, dangerous, important, virtuous, helpful, valuable, prominent, influential, successful.

Model 5: seldom — more seldom — most seldom

Often, seldom, warmly, rarely, wisely, beautifully, slowly, virtuously, dangerously.

Model 6: bad / badly — worse — (the) worst

Good / well, little, late, old, far, many / much.

**Exercise 8.** Choose the correct form of the verb in brackets. Consult §§ 6-13 (Reference Grammar).

1. Important documents        (keep / are kept) by the secretary in the safe. 2. The manager        (told / was told) us about his business trip to the USA. 3. The exhibition        (organized / was organized) by five famous trading companies. 4. Russia        (have / has) trade relations with many countries. 5. You        (will invite / will be invited) to the party. 6. My colleague said that he        (will phone / would phone) me the next day. 7. Negotiations        (hold / are held) before signing contracts. 8. My boss often        (speaks / is spoken) at different meetings. 9. The delegation        (met / was met) at the airport. 10. Many foreign companies        (participates / participated) in the fair. 11. The secretary said that the manager        (would be informed / will be informed) about the date of the conference. 12. When the director        (will come / comes), I will let you know.

**Exercise 9.** Read the text about a technical university and find out how the educational institution is managed. Compare its organization structure with that of your university / institute.

### My University

I'm an economics student at a technical university. The university is situated in the centre of the city. It occupies a big, beautiful five-storeyed building of grey stone. There is a plaque at the entrance in memory of its founders. On weekdays you can see a lot of students in the square in front of the university.

The university was founded in 1958. It was established for training engineers for different industries of the country. At present the technical university is one of the most important higher schools in the city. Engineers for different branches of industry, economists, lawyers, managers and

other specialists are trained at the educational establishment. The high standard of teaching is provided by the skilled teaching staff. The total enrollment is about 5,500 students. The university is headed by the rector.

There are five faculties in the higher educational institution. They are the Faculty of Mining and Construction, the Faculty of Mechanics and Technology, the Faculty of Humanities and Economics, the Faculty of Extra-mural and Distance Learning and the Faculty of Additional Education. The head of each faculty is the dean. Each faculty has a group of related departments.

The Faculty of Mining and Construction incorporates the departments of mining, mineral dressing, geology and surveying, construction, technical drawing. The Faculty of Mechanics and Technology consists of the departments of mining machines, electrical engineering, physics, automobile engineering and chemistry. The Faculty of Humanities and Economics comprises the departments of economics and law, management, social sciences, foreign languages, and physical training.

The Faculty of Extra-Mural and Distance Learning is involved with part-time students. Some students attend classes twice a week, others use the Internet in their studies and come to the university twice a year. Part-time students combine studies with work.

The Faculty of Additional Education organizes refresher courses and additional courses for graduates of higher schools.

The Department of Economics and Law was established in 1993. Economics students study general sciences, humanities and specialized subjects. They take mathematics, physics, chemistry, technical drawing, and computer science. Students also study social sciences and foreign languages. The qualified lecturers deliver lectures on economics, accounting, advertising, marketing, statistics, logistics and management.

The academic year consists of two terms. The first term starts in September and finishes in December, the second one begins in February and ends in May.

At the end of each term students take credit tests and examinations. The examination periods are in January and June. Those who do well at their exams get grants. Students get professional training in July. They work in offices, banks and mines. The students are on vacation in August.

The term of full-time tuition is five years. After completing the course of training and passing final exams young people are qualified as economists, managers, engineers and lawyers. After graduation from the university they work in banks, plants, mines and private companies.

The university has a lot of lecture-halls, computer rooms, well-equipped laboratories, a gymnasium and a sports ground. There is a library and a reading room runs by professional librarians. The university has photocopying facilities, computers, scanners and printers. Meetings, conferences and concerts are held in the assembly hall.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

В память об его основателях; различные отрасли промышленности страны; вузы; в учебном заведении; горно-строительный факультет; механико-технологический факультет, гуманитарно-экономический факультет; факультет заочного и дистанционного обучения; факультет дополнительного образования; родственные кафедры; электротехника; автодело; общественные науки; включать; посещать уроки; два раза в неделю; сочетать учебу и работу; учебный год; копировальная техника; актовый зал.

**Exercise 11.** Answer the following questions in pairs.

1. Where is the technical university situated?
2. When was the university founded?

3. Who heads the university?
4. How many faculties are there in the university?
5. What faculties does the university include?
6. Who heads each faculty?
7. When was the Department of Economics and Law established?
8. Where do economics students get practical training?
9. When do students take examinations and credit tests?
10. Where do young specialists work after graduation?
11. What is your alma mater?
12. How do you feel about being a student here?

**Exercise 12.** Work in pairs or in small groups. Speak about the structure of faculties at your university / institute. Use the model and active words.

Model. A: What departments does the Faculty of Humanities and Economics incorporate?

B: It comprises the departments of economics, management, law, social sciences and psychology. The Department of Foreign Languages belongs to the Faculty of Humanities and Economics, too.

**Exercise 13.** Work in pairs. Speak about academic disciplines you are interested in. Use the model and active words.

Model. A: What subjects are you interested in?

B: I am interested in exact sciences. I also like... What about you?

**Exercise 14.** Write a letter to your pen-friend, describe your institute / university. Consult the Writing Language Section.

### 1.4. Management Students

**Exercise 1.** Focus on the topical vocabulary.

- secondary school ['sekəndəri] — средняя школа  
 to finish school with honours = to leave school with honours  
 ['dnəz] — окончить школу с отличием  
 to enter an institute / university ['entə ən 'ɪnstɪtju:t] — по-  
 ступить в институт / университет  
 to take economics ['i:kə'nɒmɪks] — изучать экономику  
 major ['meɪdʒə] *n* — основной предмет специализации;  
 студент, специализирующийся по какому-л. пред-  
 мету  
 minor ['maɪnə] *n* — второстепенный, не основной пред-  
 мет; *a* второстепенный; *v* — изучать в качестве вто-  
 рой специальности  
 speciality [speʃi'ælɪti] *n* — специальность; специализа-  
 ция, основное занятие  
 specialization [speʃəlaɪ'zeɪʃən] *n* — специализация  
 to specialize in smth ['speʃəlaɪz] = to major in smth —  
 специализироваться в какой-л. области  
 management and administration — организация произ-  
 водства и административное управление  
 to be good at languages / mathematics ['læŋgwɪdʒɪz /  
 'mæθrɪ'mæθɪks] — быть способным к языкам / мате-  
 матике  
 to support a family [sə'pɔ:t] — содержать семью  
 salary ['sæləri] *n* — жалование, оклад  
 seminar ['seminɑ:] *n* — семинар  
 to have an excellent mark in an examination = to get an  
 excellent mark in an examination ['eksələnt 'mɑ:k] —  
 получать отличную оценку на экзамене  
 satisfactory [sætɪs'fæktəri] *a* — удовлетворительный  
 term paper ['tɜ:m 'peɪpə] — курсовая работа  
 research [rɪ'sɜ:ʃ] *n* — исследовательская работа; *a* —  
 исследовательский; *v* — исследовать  
 to do research into — проводить исследование

- researcher [rɪ'sɜ:ʃə] *n* — исследователь  
 scientific supervisor [saɪən'tɪfɪk 'sju:pəvaɪzə] = scientific  
 adviser [əd'vaɪzə] — научный руководитель  
 to mix with people [mɪks] — общаться с людьми

**Exercise 2.** Try to understand the meaning of the derivatives.

Second, secondary; enter, entrance; prospect, pro-  
 spector, prospecting; support, supporter, supportive; hope,  
 hopeful, hopeless; favour, favourite; attend, attendance;  
 research, researcher; job, jobless; excellent, excellence;  
 satisfy, satisfaction, satisfactory; supervise, supervisor,  
 supervision; defend, defence; mix, mixer, mixture.

**Exercise 3.** Guess what these international words mean.

The Faculty of Humanities and Economics, a speciality,  
 to specialize in management and administration, a private  
 company, the economy of Russia, a course in economics,  
 lectures, classes, seminars, modern methods, journals on  
 economics and management, a professor, a candidate, a  
 lecturer.

**Exercise 4.** Read the following word combinations and  
 give their Russian equivalents.

To be born; to finish secondary school; to enter an  
 institute; to study full time; to study part time; to take  
 economics; to take a course of accounting; to do well at  
 the institute; to be good at English; to work for a pro-  
 sperous private company; to be married; to support one's  
 family; to get a salary; twice a week; to attend lectures; to  
 get excellent marks; to have good marks; to give satis-  
 factory marks; to be sure; to make a good economist; to  
 get a good job; to introduce oneself; to graduate from an  
 institute; to do a post graduate course; to learn modern  
 research methods; a scientific supervisor, to defend a  
 thesis; to mix with people.



**Exercise 5.** Read these sentences and express the same in Russian.

1. What higher school did he enter? He entered Rostov University. 2. Anna is in her final year at the institute. 3. Work with children is Helen's speciality. 4. He specializes in advertising. 5. I'm going to be an economist. 6. He took a course in management at university. 7. My father is a good specialist in mining. 8. I'm a lawyer by profession. 9. I got a satisfactory mark in accounting. 10. I have finished my term paper. 11. The monitor of the group was summoned to the dean's office. 12. I did some research on the economic situation in the Rostov region. 13. My friend won a scholarship to this school. 14. I decided that my future lay in management.

**Exercise 6.** Complete the sentences with the proper forms of the verb *to have / have got*. Consult §37 (Reference Grammar).

1. She has a cassette-recorder. 2. We have fun at the party last week. 3. Do you have any money on you? — Yes, I have some. 4. Do you have any relatives in the city? Yes, I do. My aunt and uncle live in the suburb. 5. As a rule, my mother has to get up early in the morning. 6. Peter was on duty yesterday. He had to come earlier. 7. Have a look at this house. It's very beautiful. 8. She has a toothache. 9. I'm not hungry. I have a snack. 10. Did you have a good flight? 11. Have you had breakfast? — Not yet. 12. Join us. I'm sure we have a very good time in the country. 13. Don't be late. He has little time. 14. When she was young my sister had to work hard.

**Exercise 7.** Say what things you have got in your room and what they are used for. Use the words from the list below.

Model: I've got a computer in my room. I use it in my studies.

A television, a stereo, a computer, a calculator, a walkman, CDs (compact discs); DVDs (digital video discs); a camera, films; a bookcase, a bookshelf, a sofa, a wardrobe, chairs, armchairs.

**Exercise 8.** Work in pairs. Speak about things you have got with you; things you have got at home; relatives you have got in the town/city.

Model: A: Have you got your book on management with you?

B: Yes, I have./No, I haven't...

**Exercise 9.** Say what you have (got) to do and what you don't have (haven't got) to do. You may either use the word combinations from the list below or give your own variants.

Model: I have (got) to get up early on weekdays. I don't have (haven't got) to get up early on Saturday and Sunday.

To combine work with study; to cook meals; to go to the library every day; to ask for my friends' lecture notes; to work hard; to work independently; to stay at home in the evening.

**Exercise 10.** Read the following text about students. What do they have in common? What are the differences?

This text about Valery Kotov.

#### Management Students

Hello! I'm Valery Kotov. I'm 21. I was born in Shakhty in 1989. I'm not married. I live with my parents and my younger brother. My father is a lawyer. My mother is an accountant. My brother is 10 years old. He goes to school. He is in the fourth form. He has parents and younger brother and live with them.

I finished secondary school with honours. In 2006 I entered a technical university. I study full time. Now I'm a fourth-year student. I study in the Faculty of

He



Humanities and Economics. I take economics. I'm going to be a manager. My specialization is the Economy of Mining Production and Geological Prospecting. I hope to specialize in management and administration in my final year. I do well at the university and get a grant. My favourite subject is management. I'm good at English, too. After graduation from the university I'd like to work as a manager in a mine or in a bank or in a prosperous private company.

## II

I've got a friend. His name is Alexander Smirnov. He's twenty-four years of age. Alexander is married. He's got a wife and a daughter. Alexander has to support his family. He works as a shop-assistant in a small shop. His salary is not very high. My friend works on Monday, Tuesday, Thursday, Friday and Sunday. His working day begins at 7.30 a.m. and ends at 4.00 p.m. Alexander is a part-time student at our university. He's in his second year. Alexander takes a course in economics. His specialization is Enterprise Management. He goes to the university twice a week: on Wednesday and Saturday. My friend attends lectures, classes and seminars. After each term he sits examinations. He usually has excellent and good marks in all subjects. Alexander is seldom given satisfactory marks in examinations. He never gets bad marks. His term papers are also very good.

I'm sure he will make a good manager. He hopes to get a good job after graduation.

## III

Let me introduce myself. My name is Yelena Maslova. I'm twenty-three years old. I'm from Novocherkassk. I graduated from South Russia State Technical University in 2007. I'm doing a postgraduate course in economics. I study full time. I attend lectures and seminars for postgraduate students. My lecturers and teachers help me to learn modern research methods. I read journals and

books on economics and management. My special field is management. It seems very important to me.

The subject of my thesis is *Managing Small Business* in the Rostov Region. My scientific supervisor is B. V. Petrov, Associate Professor, Candidate of Science (Economics). I dream of defending my thesis and working at the university. I like to mix with people. I'm fond of research work. I want to be a good lecturer.

**Exercise 11.** Find in the text the equivalents of these words and word combinations.

Студенты, изучающие менеджмент; окончил среднюю школу с отличием; учусь на дневном факультете; изучаю экономику; гуманитарно-экономический факультет; экономика горного производства и геологоразведки; хорошо учусь в университете; продавец; студент-вечерник; управление предприятием; курсовые работы; посещаю лекции и семинары; аспиранты; преподаватели; исследовательские методы.

**Exercise 12.** Answer the following questions in pairs.

- A. 1. How old is Valery Kotov?
2. What does he do?
3. Is Valery a full-time or part-time student?
4. What year is he in?
5. What's his specialization?
6. Does he do well at the university?
- B. 1. Where does Alexander Smirnov work?
2. Is his salary high?
3. Has he got a family?
4. Why does he have to combine study with work?
5. Is Alexander in his final year at the university?
6. Is he a good student?
- C. 1. Where is Yelena Maslova from?
2. When did she graduate from the university?

3. Why is she doing a post-graduate course?
4. What's the subject of her thesis?
5. Who's her scientific supervisor?
6. What are her plans for the future?

**Exercise 13.** Act out the dialogues.

1. — What is your first name, please?  
— I'm Alexander.
2. — Tell me your last name/family name/surname, please.  
— I'm Stepanov.
3. — Who are you?  
— I'm Svetlana Baikova. Call me Sveta.
4. — How old are you? / What's your age?  
— I'm eighteen years old.
5. — What date is your birthday? / When is your birthday?  
— It's on the tenth of April.
6. — When and where were you born?  
— I was born in Kamensk, Rostov region, in 1989.
7. — What nationality are you?  
— I'm Russian.
8. — Are you married?  
— I'm married. / I'm not married. / I'm single.
9. — Where are you from?  
— I'm from Shakhty, Rostov region.
10. — What's your address?  
— My address is 12, Dachnaya Street, Shakhty, Rostov region, 346500, Russia.
11. — What's your telephone number?  
— My phone number is 2-75-23. Call me, please.
12. — What do you do?  
— I'm an economics student.
13. — What higher school / higher educational institution / higher educational establishment do you study at?  
— I study at South Russia State Technical University.
14. — Do you study full time or part time?  
— I study full time / part time.

15. — What year are you in?  
— I'm in my first year at the institute.
16. — What faculty are you in?  
— I am in the Economics Faculty.
17. — Who's the dean of the Economics Faculty?  
— The dean of the Economics Faculty is A.A. Privalov, Professor, Doctor of Science (Economics).
18. — Who is the head of the Economics Department?  
— The head of the Economics Department is Professor A.P. Petrov.
19. — What's your specialization?  
— Financial Management.
20. — What subject are you majoring in?  
— Management. My minor subject is accounting.
21. — What subject does he major in?  
— Business Administration.
22. — What's her major?  
— Personnel Management.
23. — What are types of job opportunities for majors in Economics and Management?  
— Some careers are economists in factories, plants, mines and managers of departments in companies.
24. — What's your future profession? What plans do you have for the future?  
— I'm going to be a manager / an economist / a lawyer.
25. — What specialized subjects do you study at the institute?  
— I study management, economics, logistics, statistics, accounting and other subjects.
26. — What subject are you good at?  
— I'm good at accounting.
27. — What is your favourite subject?  
— My favourite subject is economics.
28. — Do you get a grant?  
— Yes, I do. In the first term I did well at my exams and credit tests. That's why I get a grant.

29. — What is the subject of your term paper?  
— It's «The Economic situation in the Rostov region».
30. — Would you like to do postgraduate work?  
— Yes, I'd like to go on with my research and do postgraduate work.
31. — What is your hobby?  
— Going in for sports.  
— Which sports do you like doing?  
— I'm very keen on aerobics. I don't mind jogging.  
— Which sports do you like watching?  
— Gymnastics. And what about you?  
— I'm not sports crazy.
32. — Are you into music?  
— Oh, I'm addicted to music. I play the electric guitar and sing in a band.
33. — What sort of music do you like?  
— I prefer classical music / rock music / jazz / disco / reggae / rap / hip-hop. But I'm not very keen on country music. I don't like opera music at all.
34. — Do you often go to clubs?  
— Yes. I go to clubs either with my friends or on my own. I enjoy club music.

**Exercise 14.** Work in pairs. Speak about your age, place of residence, date of birth; place of work / studies, year at the institute / university, favourite subjects, specialization, plans for the future, interests.

**Exercise 15.** Tell the group about yourself and your studies.

**Exercise 16.** Speak about your day. Use the words and word combinations below.

To get up; to wake up; the alarm-clock; to ring; to air the room; to switch on the radio / television; to do my morning exercises to music; to go to the bathroom, to clean / brush my teeth; to shave; to wash; to dress; to cook

breakfast; to lay the table; to have breakfast; to go to the institute / university; to take a bus / tram / trolley-bus; to go by bus / tram / trolley-bus; to go on foot; to be (not very) far from my house; it takes me half an hour to get to the institute; to study economics, management; to have classes / lectures; to have breaks; to have a snack at a cafe / canteen; to have dinner at home; to do homework; to do housework; to have a rest; to go to the library; to read books; to get tired; to watch TV; to go to the theatre / cinema / club; to go to discos; to enjoy; to have a date; to take the girl home; to return home; to have supper; to have / take a shower; to have / take a bath; to go to bed.

**Exercise 17.** Imagine you would like to have an e-friend from the United States. Write an e-mail about yourself and your studies. Consult the Writing Language Section.

**Exercise 18.** Role-play.

1. Roles: two friends.

Two friends who haven't seen each other for a long time meet in the centre of the town. One of them studies at Moscow University. He / she has just come to his/her home town on holiday. The latter studies at a local institute. The friends are glad to see each other. They speak about their studies, leisure, plans for the future.

2. Roles: a school-leaver and a student.

A school-leaver comes to a university. He / she wants to get information about the university and specializations offered here. He / she is not sure which higher educational institution in the city he / she will try to enter. The school-leaver sees an acquaintance of his / hers in the hall. The latter is a third-year student at the university. He / she studies in the Economics Department. The school-leaver asks the student questions about the university and its curriculum. The student tries to convince him/her to enter the university and take a course in management.

## UNIT 2 MANAGEMENT

### 2.1. Management Science

#### Exercise 1. Focus on the topical vocabulary.

- to contribute to [kən'tribju:t] *v* — способствовать чему-л.,  
делать вклад в  
to give an impetus to ['gɪv ən 'ɪmpɪtəs] — послужить сти-  
мудом для чего-л., дать толчок чему-л.  
to increase [ɪn'kri:s] *v* — повышать  
wage [weɪdʒ] *n* — заработная плата  
at the turn of the century ['tɜ:n... 'sentʃəri] — в начале  
века, на пороге нового столетия  
labour ['leɪbə] *n* — труд  
scientific management [saɪən'tɪfɪk] — научное управление  
psychology [saɪ'kɒlədʒɪ] *n* — психология  
sociology [səʊ'si'ɒlədʒɪ] *n* — социология  
anthropology [ænθrə'pɒlədʒɪ] *n* — антропология  
the process approach ['prəʊses] — процессный подход  
the systems approach ['sɪstəmz] — системный подход  
the contingency approach [kən'tɪndʒənsɪ] — ситуационный  
подход (*букв.* вероятностный подход)  
quantitative ['kwɒntɪtəntɪv] *a* — количественный  
operations research [ɒpə'reɪʃənz rɪ'sɜ:ʃ] — исследование  
операций  
to improve [ɪm'pru:v] *v* — улучшать, совершенствовать

- labour productivity ['leɪbə, prɒdæk'tɪvɪtɪ] — производи-  
тельность труда  
material incentives [mə'tɪəriəl ɪn'sentɪvz] — материальное  
стимулирование  
personnel selection [pɜ:sə'nel sɪ'lekʃən] — отбор персонала  
division of labour [dɪ'vɪʒən əv 'leɪbə] — разделение труда  
authority [ɔ:'θɒrɪtɪ] *n* — полномочие, власть  
responsibility [rɪs,pɒnsə'bɪlɪtɪ] *n* — ответственность, обя-  
занность  
one-man management — единоначалие  
to remunerate [rɪ'mju:nəreɪt] *v* — вознаграждать, опла-  
чивать  
remuneration [rɪ,mju:nə'reɪʃən] *n* — вознаграждение,  
оплата  
order ['ɔ:də] *n* — порядок  
justice ['dʒʌstɪs] *n* — справедливость  
initiative [ɪ'nɪʃɪə'tɪv] *n* — инициатива  
to give up ['gɪv 'ʌp] — отказываться  
to humanize ['hju:mənaɪz] *v* — гуманизировать  
creativity [kri:'eɪtɪvɪtɪ] *n* — творческие способности  
value ['vælju:] *n* — ценность; *v* — ценить  
proponent [prə'reʊnənt] *n* — сторонник, защитник  
to expand [ɪks'pænd] *v* — расширять  
application [æplɪ'keɪʃən] *n* — применение

#### Exercise 2. Practise saying the proper names.

- Robert Owen [rɒbət 'əʊn] — Роберт Оуэн  
Frederic W. Taylor ['fredrɪk 'dʌbl 'ju: 'teɪlə] — Фредерик  
У. Тейлор  
Frank and Lilian Gilbreth ['fræŋk... 'lɪlɪən 'gɪlbreθ] — Фрэнк  
и Лилиан Гилбрет  
Henri Fayol — Анри Файоль

#### Exercise 3. Try to understand the meaning of the deri- vatives.

- Depend, dependent, independent; know, knowledge,  
well-known; appear, appearance; vary, various; represent,



representative; exist, existence; invade, invader, invasion; begin, beginner, beginning; manufacture, manufacturing, manufacturer; introduce, introduction; quantity, quantitative; author, authority; remunerate, remuneration; great, greatness; suit, suitable; expand, expansion; apply, application; certain, certainly, certainty.

**Exercise 4.** Guess what these international words mean.

To practise management; various periods; emperors, the Roman Empire; tsars, generals, officers, governors of provinces; various political and religious organizations; an effective organization structure; a hierarchy in the army; to command legions; the cardinal; the objects of management; mathematics, engineering, psychology, sociology, anthropology; an analytical method; to manage business organizations; personnel selection and training; productivity; general and industrial management; to formulate principles of management; initiative; corporate culture; American industry; to humanize business organizations; managerial functions; planning, organization and control; management techniques; general systems theory; human factors.

**Exercise 5.** Read the words with the prefix *inter-* (взаимо-, меж-, между-) and say what they mean.

Interact, interaction, interchange, interchangeable, interconnected, interdependent, international, interplanetary, interrelated, interrelation, interdisciplinary, interregional.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

Management science, management studies, relatively young, since ancient times, trade organizations, a strong army, a rigid hierarchy, the Roman Catholic Church, to introduce economic reforms, to improve the working

conditions, to increase the workers' wages, the English Industrial Revolution, to publish a book, a branch of knowledge, major approaches to management, scientific management, the process approach, the systems approach, the contingency approach, a quantitative method, to give up the idea, to balance rationality with intuition and creativity.

**Exercise 7.** Choose the correct form of the verb in brackets. Consult §§ 14–19 (Reference Grammar).

1. The shop-assistant    (serves / is serving) customers now. 2. They    (were having / had) their breakfast at 8 o'clock. 3. Don't phone me. I    (will work, will be working). 4. It    (was raining / rains) the whole day. 5. While the students    (will do / were doing) a test, the teacher    (will be checking / was checking) the students' essays. 6. The customer said that he    (would be waiting / will be waiting) for the manager. 7. The director    (comes / is coming) back tomorrow. 8. It    (will be going / is going) to rain. 9. We    (are going / was going) to the disco tonight. 10. What    (do you do / are you doing) tonight? — Why, nothing in particular. 11. The documents    (are typing / are being typed) now. 12. When the manager came in, the terms of delivery    (were being discussed / were discussed) by the experts. 13. A new shopping centre    (is built / is being built) in our street. 14. The students    (are reading / are being read) a text about the economy of the United Kingdom of Great Britain and Northern Ireland.

**Exercise 8.** Work in pairs. Speak about your studies at university. Consult the model.

Model. A: What disciplines are you taking this year?

B: We are studying...

A: What term paper are you writing?

B: I'm preparing a paper on schools of management.



**Exercise 9.** Work in pairs. Discuss the economic situation in Russia. Consult the model and list of word combinations below.

Model. A: Is the economic situation in the country improving?

B: I think yes. Business is growing.

A: You may be right here. But prices are rising, too.

The standard of living, to become higher; new companies, to appear; prices, to rise; pensions, to rise; inflation, to rise; the economic situation, to improve; factories, to begin working; the number of unemployed, to grow; business, to grow.

**Exercise 10.** Read the following text about the development of management studies. Why did this science appear in the USA?

### Management Science

Management science is relatively young. It became an independent branch of knowledge at the beginning of the 20<sup>th</sup> century.

But management has been practised since ancient times. When the first organizations appeared, there were people who led them. In different periods and in various countries, the first leaders were emperors, kings, tsars, landlords, slave-holders, generals, officers, governors of provinces, supervisors, etc. They represented different levels of management and made people under them work, fight, sell or buy.

There were various kinds of organizations — state, political, religious, trade. Of course, ancient organizations were different from modern ones, but they had some common features.

Experts say that the Roman Empire, which existed for some centuries, had an effective organization structure. It was ruled by the emperor. The emperor had a strong

army which invaded large territories in Europe, North Africa, and Western Asia. There was a rigid hierarchy in the army. The legions were commanded by generals and officers. The territories occupied by the army were ruled by governors.

The Roman Catholic Church is one of the oldest religious organizations in the world. It also has a rigid hierarchy: the pope, the cardinal, the archbishop, the bishop, and the priests.

Some historic events and people's activities contributed to the development of management studies. The English Industrial Revolution in the 18th century, the rapid economic growth in many countries of the world, and the development of sciences in the 19th century gave impetus to the start of management studies.

At the beginning of the 19th century, Robert Owen, a British manufacturer, tried to run his factory better and introduced some reforms. He improved the working conditions, increased the workers' wages. Owen's factory in Scotland was profitable, but other manufacturers did not want to change the old system of management.

Management science was born in the United States. At the turn of the 20th century, it was a powerful country with rich natural resources, developed economic and business relations, and a huge labour market.

In 1911, in New York, Frederic W. Taylor published his famous book *Principles of Scientific Management*. After this publication management was considered an independent field of research and called a science.

This branch of knowledge is connected with economics, mathematics, engineering, psychology, sociology and anthropology. The objects of management are machines and people.

At present, different schools of management represent different approaches to research. There are four major approaches to management:

- the approach of scientific management,
- the process approach,
- the systems approach,
- the contingency approach.

The founders of the school of scientific management were F. W. Taylor and Frank and Lilian Gilbreth who used analytical, quantitative method in managing business organizations. They did operations research and tried to increase labour productivity. They also dealt with material incentives, personnel selection and training.

Henri Fayol is called the father of management. In his famous work *General and Industrial Management*, Fayol formulated 14 principles of management. Among them are the principles of division of labour, authority and responsibility, discipline, one-man management, personnel remuneration, initiative, corporate spirit, and others.

Experts believe that scientific management led American industry to greatness and reached its highest mark at the end of the 1970s. Today, the leaders have given up the old concepts about the nature of the world and the old «scientific» methodology. They are humanizing business organizations trying to balance rationality with intuition and creativity. They are paying their attention to corporate culture, values and communication. Today's scientific management is turning to the heart of business — the technology and the people's factors.

The proponents of the process approach suppose that management is a series of interconnected managerial functions. They are planning, organization, motivation and control.

According to the systems approach, management is the combination of such interrelated elements as people, structure, tasks and technology. The representatives of this school think that an organization is an open system consisting of some subsystems connected with one another. The organization gets resources from the environment, produces goods and returns them to the environment.

The supporters of the contingency approach believe that different managerial techniques are determined by many factors within the organization and in the environment. Certain conditions demand suitable techniques. These techniques are different in different situations. The contingency approach expanded the practical application of the general systems theory.

All the schools of management have made a great contribution to the development of this science. Nowadays management studies are rapidly developing.

**Exercise 11.** Find in the text the equivalents of these words and word combinations.

Самостоятельная область знаний; помещики, рабовладельцы, губернаторы провинций, надсмотрщики; представляли различные уровни управления; подчиненные им люди; иметь некоторые общие черты; быстрый экономический рост; способствовали развитию науки управления; на пороге XX века; огромный рынок труда; разные подходы к научному исследованию; повысить производительность труда; разделение труда; корпоративный дух; ценности; в соответствии с; сторонники; расширили практическое применение; сделали большой вклад.

**Exercise 12.** Answer the following questions in pairs.

1. Is management science old?
2. When was it recognized as an independent branch of knowledge?
3. How long has management been practised?
4. Who were the first managers?
5. What hierarchy did the Roman Empire have?
6. What contributed to the development of management science?
7. What was Robert Owen famous for?
8. What are the major approaches to management?

9. Who were the founders of the school of scientific management?
10. What is the difference between the old scientific methodology and today's scientific management?
11. What principles of management did Henry Fayol formulate?
12. What are the functions of management?
13. What kind of system is an organization, according to the systems approach?
14. What are managerial techniques determined by, according to the contingency approach?

**Exercise 13.** Read the article to get more information about scientific management.

### Scientific Management

According to Henry Ford, the assembly line was based on three simple principles: «the planned, orderly, and continuous progression of the commodity through the shop; the delivery of work instead of leaving it to the workman's initiative to find it; an analysis of operations into their constituent parts». A scientific approach to these principles, the next logical step in the organization of work, had already been enunciated by the American industrial engineer Frederick W. Taylor (1856-1915). From his work an entirely new discipline—industrial engineering or scientific management—emerged, in which the managerial functions of planning and coordination were elevated to a primary position in the productive process.

In Taylor's view, the task of factory management was to determine the best way for the worker to do the job, to provide the proper tools and training, and to provide incentives for good performance. Taylor broke each job down into its constituent motions, analyzed these to determine which were essential, and timed the workers with a stopwatch. With superfluous motion eliminated, the worker, following a machinelike routine, became much

more productive. In some cases, Taylor recommended a further division of labour, delegating some tasks, such as sharpening tools, to specialists.

These studies were complemented by two of Taylor's contemporaries in the United States, Frank B. and Lillian M. Gilbreth, whom many management engineers credit with the invention of motion studies. In 1909 the Gilbreths, studying the task of bricklaying, concluded that much motion was wasted by the worker in reaching down to pick up each brick. They devised an easily adjusted scaffold that eliminated stooping and improved average work performance from 120 to 350 bricks per hour. Industrial engineering ultimately came to include all elements of factory operation within its compass—layout, materials handling, and product design, as well as labour operations.

Taylor regarded his movement as «scientific» because he attempted to apply scientific principles and measurement to the work process. Many previous advances in manufacturing had been made by applying scientific principles to machines in order to make them more efficient, and, through his minute subdivision of labour, Taylor sought to do the same to the work process itself. This scientific approach, however, neglected the human element, so that Taylor in effect converted the work process from a relationship between worker and machine into a relationship between two machines.

Scientific management theorists assumed that workers desired to be used efficiently, to perform their work with a minimum of effort, and to receive more money. They also took for granted that workers would submit without question to standardization of physical movements and thought processes. Their system, however, ignored human feelings and motivations, leaving the worker dissatisfied with the job. Furthermore, some employers omitted the altruistic elements in Taylor's system and employed time



and motion studies to set high norms of production and speed up the production line while still keeping wages down.

**Exercise 14.** Match the words from the text with their definitions.

- |                       |  |
|-----------------------|--|
| 1. An assembly line   | a) a product that is sold for money.   |
| 2. A commodity        | b) an action or movement.  |
| 3. A shop             | c) any instrument or piece of equipment people use to do a particular kind of work.                        |
| 4. A tool             | d) achievement in work.  |
| 5. An incentive       | e) an arrangement of workers and machines in a factory where each worker makes only one part of a product. |
| 6. Performance        | f) something that encourages you to do something.  |
| 7. A motion           | g) a way of organizing work so that each worker has a particular task.                                     |
| 8. Division of labour | h) a place where things are made, especially in a factory.   |

**Exercise 15.** Answer the following questions in pairs.

1. What principles was the assembly line based on?
2. What managerial functions were elevated to a primary position in the production process?
3. What were Taylor's ideas of scientific management?
4. Who did motion studies?
5. What were the disadvantages of scientific management?
6. Why was the worker dissatisfied with the job?

**Exercise 16.** Work in pairs. Speak about the first publications on management. Use the model and information below.

Model. A: When and where was F.W. Taylor's book *Principles of Scientific Management* published?  
B: It was published in New York in 1911.

Henri Fayol. *Industrial and General Administration*. Geneva, 1911.

Henri Fayol. *General and Industrial Management*. London, 1949.

F. W. Taylor. *Principles of Scientific Management*. New York, 1911.

L. F. Urwick. *The Elements of Administration*. New York, 1943.

**Exercise 17.** Work in pairs. Speak about books on management you study at university. Use the list of questions below.

1. What is the title of the book?
2. Who wrote the book?
3. What do you know about the author?
4. When and where was the book published?
5. What is the book about?

**Exercise 18.** Write about the periodicals on economics and management you use in your studies.

## 2.2. Levels of Management

**Exercise 1.** Focus on the topical vocabulary.

managing staff ['mænɪdʒɪŋ 'steɪf] — штат руководящих работников

to fulfil [ful'fɪl] v — выполнять

to consider [kən'sɪdə] v — считать, рассматривать

to determine [dɪ'tɜːmɪn] v — определять

to conduct [kən'dʌkt] v — руководить, управлять

to supervise ['sjʊ:pəvaɪz] v — надзирать, заведовать

to imply [ɪm'plaɪ] v — значить, подразумевать

top (executive) management [ɪg'zekjʊtɪv] = upper management ['ʌpə] = senior management ['sɪnjə] — высшее (исполнительное) руководство, высшая администрация корпорации



- middle (administrative) management [ˈmɪdl (ədˈmɪnɪstrətɪv)] —  
 — medium management [ˈmiːdʒəm] — среднее административное звено
- low management [ləʊ] = junior management [ˈdʒuːnjə] — руководство нижнего уровня
- the Chairman [ˈtʃeəmən] *n* — председатель
- the Board of Directors [ˈbɔːd...dɪˈrektəz] — совет директоров корпорации
- chancellor [ˈtʃɑːnsələ] *n* — ректор
- executive [ɪɡˈzekjʊtɪv] *n* — руководитель, администратор, руководящий работник; *a* — исполнительный, организаторский
- corporate values [ˈkɔːp(ə)rɪtˈvæljuːz] — корпоративные ценности
- to exercise general leadership [ˈeksəsaɪzˈdʒenərəlˈliːdəʃɪp] — осуществлять общее руководство
- to take charge of [tʃɑːdʒ] — присматривать, заведовать, руководить
- to steer [stiə] *v* — управлять; руководить
- to specify [ˈspesɪfaɪ] *v* — точно определять, устанавливать
- to appraise [əˈpreɪz] *v* — оценивать
- profits [ˈprɒfɪts] — доходы
- responsible [rɪsˈpɒnsəbl] *a* — ответственный
- to delegate responsibilities [ˈdeɪlɪɡeɪt rɪsˈpɒnsəˈbɪlɪtiz] — передавать обязанности, ответственность
- to hire [ˈhaɪə] *v* — нанимать
- hiring [ˈhaɪərɪŋ] *n* — наем
- to fire [ˈfaɪə] *v* — увольнять
- firing [ˈfaɪərɪŋ] *n* — увольнение
- promotion [prəˈmɒʃən] *n* — продвижение по службе
- demotion [diˈmɒʃən] *n* — понижение в должности
- to maintain discipline [məˈteɪnˈdɪsɪplɪn] — поддерживать дисциплину
- to compliment achievements [ˈkɒmplɪmənt əˈtʃiːvmənts] — хвалить за достигнутое

- production assignment [prəˈdʌkʃən əˈsaɪnmənt] — производственное задание
- raw materials [ˈrɔːməˈtɪəriəlz] — сырье; сырьевые материалы
- to exert (have, take) control over smth [ɪɡˈzɜːt...kənˈtrəʊl] — осуществлять контроль над чем-л.

**Exercise 2.** Try to understand the meaning of the derivatives.

Use, used, usage, user; mean, meaning; run, running; manage, managing, manager, management, managerial; conduct, conducting, conductor, conduction; lead, leading, leader, leadership; motive, motivate, motivating, motivation; produce, produced, producer, product, productive, productivity, production; busy, business, businessman, businesswoman; fulfil, fulfilment; proper, properly; corporate, corporation; appraise, appraisal; belong, belongings; negotiate, negotiation; specify, specification; necessary, necessity.

**Exercise 3.** Guess what these international words mean.

Criteria, an idea, a potential, financing, a factor, efficient, productive, organization, motivation, control, a professional, structures of management, experts, the vice-president of a corporation, a college, priorities, to dictate, general leadership, administrators, to delegate, specific, subordinates, collective, discipline, to correct, to compliment, to specify.

**Exercise 4.** Form word combinations using the words from lists A and B.

Model: to manage a business — управлять делом

A. 1) to manage; 2) to rule; 3) to operate; 4) to direct; 5) to drive; 6) to run; 7) to govern; 8) to control; 9) to steer; 10) to lead.

B. a) a business; b) a car; c) a country; d) company; e) a machine; f) an enterprise; g) work; h) a department; i) an organization; j) a team of thinkers; k) the world.

**Exercise 5.** Form adjectives from these nouns using the suffix *-ful*, give their Russian equivalents.

Model: resource [rɪ'sɔ:s] — resourceful [rɪ'sɔ:sful] — изобретательность — изобретательный

Fruit, colour, resource, help, care, hope, use, power, plenty, thought, success, respect, tact, meaning.

**Exercise 6.** Complete the sentences with the words from the box.

top executives a boss managers peers  
subordinates the board of directors the president

1. ... is an owner of an enterprise. 2. ... is a group of people that controls and directs a company. 3. ... is a person who holds the top positions of authority in an organization. 4. ... exercise general leadership. 5. Departments are run by ... 6. Chiefs give orders to their ... 7. ... are people of the same rank.

**Exercise 7.** Read the following word combinations and give their Russian equivalents.

To run an enterprise; a well-run business; to manage employees; to manage a department; a well-managed organization; to conduct a meeting; to conduct negotiations; to direct a business; to lead people; to head a company; to be at the head of a company; to be likely; to be successful; to be managed properly; to fulfil three criteria; the necessary growth potential; the right management; to determine success; to supervise a business; to imply planning, organization, motivation and control; the management staff; the collective body; to distinguish three levels of management; the top level; the middle level; the low level; executive management; to represent; the chairman of the board of directors; the chancellor of a college; to concern themselves with corporate values; to work out a proper development strategy; to be capable

of producing; to appraise the state of the capacities; to determine the profits; to respond to quickly changing business conditions; to belong to administrative management; to delegate responsibilities; to make important decisions, to be connected with a boss, peers, subordinates and customers; to deal with hiring, firing, promotions and demotions; to deal with employees; to maintain discipline; to correct mistakes, to compliment achievements; to take control over fulfilment of production assignments; to be responsible for something; to use raw materials and equipment.

**Exercise 8.** Complete the sentences with prepositions *as, at, by, for, in, of, to, with* where necessary.

1. Some companies make money by selling goods, other by selling services. 2. Mr. Smith is a mining engineer employed at a small company. 3. Ann works as a secretary in a private company. 4. My sister is a teller at a bank. 5. Some of my acquaintances were working for a rival firm. 6. Foremen deal with workers. 7. The director delegates many responsibilities to the managers of departments. 8. A manager is responsible for maintaining a discipline. 9. The owner of the enterprise was present at the presentation. 10. The board of directors is at the head of the company hierarchy.

**Exercise 9.** Choose the correct form of the infinitive in brackets. Consult § 43 (Reference Grammar).

1. I was glad to be seen / to see) my colleagues. 2. Remind me to phone / to have phoned) our customer on Monday. 3. It is necessary to have examined / to examine) the documents properly. 4. Your job is to maintain / to be maintained) discipline, explain tasks to subordinates, correct mistakes, and compliment achievements. 5. Mr. Kennedy is the right man to be held / to hold) the position. 6. He came to London to

study / to have studied) management. 7. Can I \_\_\_\_ (help / to help) you? 8. The worker pretended not (to see / to be seen) the supervisor. 9. They were surprised \_\_\_\_ (to have / to have got) the letter. 10. George wants \_\_\_\_ (to offer / to be offered) the job.

**Exercise 10.** Read these sentences and express the same in Russian. Consult § 44 (Reference Grammar).

1. The trade delegation is expected to arrive in June.
2. The visitor was asked to wait in the outer office.
3. The forwarding agents are reported to come next month.
4. The company office is said to be in the centre of the town.
5. The right management is considered to be the most important factor in determining success.
6. The goods proved to be damaged.
7. The secretary is certain to have posted the letter.
8. Business is likely to be successful if it fulfils three criteria: it is managed properly, the idea and the market for it have the necessary growth potential, financing is sufficient.
9. The director is not likely to come today.
10. The boss happened to be out at that time.

**Exercise 11.** Work in pairs. Speak about famous people in business and management. Consult the model.

Model. A: Who is considered to be the father of management?

B: ...is known...

**Exercise 12.** Read the text and find out how different organizations are run.

### Management

The word «management» is used in four meanings. First, it relates to the control and organizing of a business or any non-profit organization. Second, it refers to people's activity aimed at running a factory, a shop or a firm. Third, management is the people who run a company or an organization. Fourth, the word «management» stands for

management science. In this text we will use the word in the first three meanings.

Experts believe that business is likely to be successful if it fulfils three criteria: it is managed properly, the idea and the market for it have the necessary growth potential, financing is sufficient.

The right management is considered to be the most important factor in determining success. It makes the company more efficient and the people in it more productive.

Management is the activities aimed at the conducting or supervising of a business. It implies planning, organization, motivation and control while setting and reaching the goals of a company. Some experts believe that management is a kind of art and it needs talent and skill.

The managing staff is the collective body of people who run or direct an organization, an enterprise, a firm, etc. A manager is a professional who plans, organizes and controls a business or a department of a business.

Different organizations may have different structures of management. But all of them have much in common. American experts distinguish three levels of management in big companies: the top level, the middle level and the low level.

The top (executive) management is usually represented by the chairman of the board of directors, the president and the vice-president of a corporation, the chancellor of a college.

Top executives concern themselves with corporate values that are the priorities that dictate how organizations should work. They exercise general leadership. Top executives must be strong leaders who are able to take charge and steer the organization in the direction of improvement and progress. They work out the proper development strategy for their companies or enterprises. They specify if the enterprises are capable of producing, appraise the state of the capacities and determine their profits. Top



management must respond to quickly changing business conditions.

Managers of departments at companies, deans of faculties at colleges, directors of branches and other administrators belong to the middle (administrative) management.

Many responsibilities are delegated to this level. Administrators make important decisions in their specific fields. They are connected with their boss, peers, subordinates and customers. They organize collective thinking and problem solving. Managers run meetings and conduct negotiations. They deal with hiring, firing, promotions and demotions.

The low management is represented by foremen at enterprises; supervisors, heads of sections at companies; heads of departments at schools of business; head nurses at hospitals, etc.

These people deal with employees. They maintain discipline, explain tasks to subordinates, correct mistakes and compliment achievements. Their activities are directly connected with production and practical work. They take control over fulfilment of production assignments. They are responsible for using raw materials and equipment.

**Exercise 13.** Find in the text the equivalents of these words and word combinations.

Управление фабрикой; коммерческое предприятие (фирма); некоммерческая организация; вероятно, отвечает трем критериям; деятельность, направленная на управление фабрикой; определение и достижение целей компании; управленческий персонал (административно-управленческий аппарат); имеют много общего; занимаются корпоративными ценностями; разрабатывают правильную стратегию развития компаний; реагировать на быстро изменяющиеся условия ведения бизнеса; принадлежать к; заниматься чем-либо; сырье.

**Exercise 14.** Make an organization chart of the management of a company. Describe the levels of management.

**Exercise 15.** Draw a table like the one below. Make lists of a managerial staff's duties, according to the levels. Compare these duties.

Top level	Middle level	Low level
...	...	...

**Exercise 16.** Answer the following questions using your chart and your table.

1. What is management?
2. What levels of management do American experts distinguish?
3. What are the duties of executives?
4. What do administrators do?
5. What work is done by junior managers?

**Exercise 17.** Say which of the organizations and enterprises listed below may be called a business and which is a non-profit organization.

Model: A factory is a business. A school is a non-profit organization.

A plant, a business school, an art school, a music school, a secondary school, a vocational school, a college, an institute, a university, a charity, a factory, a job centre, an employment agency, a cafe, a restaurant, a service station, a shop, a publishing house.

**Exercise 18.** Find information about an American company and write about its levels of management.



### 2.3. Company Structure

**Exercise 1.** Focus on the topical vocabulary.

- share [ʃeə] *n* — акция  
 shareholder [ˈʃeəhəʊldə] *n* — акционер  
 to appoint [əˈpɔɪnt] *v* — назначать  
 the Chief Executive Officer [ˈtʃi:f ɪɡˈzekjʊtɪv ˈofɪsə] — директор предприятия, управляющий делами  
 the Managing Director [dɪˈrektə] — директор-распорядитель  
 a General Manager [ˈdʒenərəl ˈmænɪdʒə] — главный управляющий  
 an Export Manager [ˈeksɜːpt] — заведующий экспортным отделом  
 a Sales Manager [ˈseɪlz] — заведующий отделом сбыта  
 a Marketing Manager [ˈmɑːkɪtɪŋ] — заведующий отделом сбыта  
 a Production Manager [prəˈdʌkʃən] — заведующий производством, начальник производственного отдела, руководитель производства  
 a Staff Manager [stɑːf] — заведующий отделом кадров  
 a Personnel Manager [ˈpɜːsəˈnel] — заведующий отделом кадров  
 a Finance Manager [faɪˈnæns] — заведующий финансовым отделом  
 a Logistics Manager [ləˈdʒɪstɪks] — заведующий отделом снабжения  
 a Public Relations Department [ˈpʌblɪk rɪˈleɪʃənz dɪˈpɑːtmənt] — отдел по связям с общественными организациями  
 a Public Relations Manager — руководитель отдела по связям с общественными организациями  
 a Research and Development (R&D) Department [dɪˈveləpmənt] — отдел научно-исследовательских и опытно-конструкторских работ  
 a Research and Development Manager — руководитель отдела научно-исследовательских и опытно-конструкторских работ

- an Accounting Department [əˈkaʊntɪŋ dɪˈpɑːtmənt] — бухгалтерия  
 to hold a position [ˈhəʊld...pəˈzɪʃən] — занимать должность  
 public limited (liability) company [ˈpʌblɪk ˈlɪmɪtɪd (lɪəˈbɪlɪtɪ) ˈkʌmpəni] — открытая компания с ограниченной ответственностью, публичная компания с ограниченной ответственностью  
 private company [ˈpraɪvɪt] — закрытая акционерная компания, товарищество с ограниченной ответственностью, частная акционерная компания  
 a Company Secretary [ˈsekrət(ə)rɪ] — секретарь компании  
 spending [ˈspendɪŋ] *n* — расходование, расходы  
 to be concerned with [kənˈsɜːnd] — заниматься чем-л.  
 market analysis [ˈmɑːkɪt əˈnælɪsɪs] — анализ рынка  
 market entry strategy [ˈentri ˈstrætədʒɪ] — стратегия проникновения на рынок  
 market development — освоение рынка, расширение рынка  
 pricing [ˈpraɪsɪŋ] *n* — назначение цены, ценообразование  
 manufacture [ˈmænjuˈfæktʃə] *n* — производство; *v* — производить  
 image [ˈɪmɪdʒ] *n* — престиж, репутация, имидж  
 to project an image [prəˈdʒekt ən ˈɪmɪdʒ] — производить впечатление; создавать репутацию  
 mass media [mæs ˈmiːdiə] — средства массовой информации  
 to promote [prəˈməʊt] *v* — продвигать (по службе); рекламировать (товары)

**Exercise 2.** Try to understand the meaning of the derivatives.

Employ, employed, unemployed, employment, unemployment; appoint, appointment; spend, spending; involve, involved, involvement; invest, investor, investment; decide, decisive, decision; person, personal, personnel; respond,

responsible, responsibility; instruct, instructor, instruction; analyse, analysis; hire, hiring; fire, firing; improve, improvement; respective, respectively; relate, relation.

**Exercise 3.** Guess what these international words mean.

The management structure of a typical British company, a General Manager, a managing director, a secretary, an investment, a position, instructions, control, finance, marketing, production, public, personnel, staff, logistics, market analysis, market strategy, manufacture, to project an image.

**Exercise 4.** Form nouns from these verbs and nouns by the suffixes *-er/-or* and give their Russian equivalents.

Model: to hold shares	— shareholder
держать акции	— акционер
cash	— cashier
наличные деньги	— кассир

To work, to manage, to own, to employ, to organize, to read, to buy, to sell, to produce, to manufacture, to hold shares, to keep books, to tell, to control, to advise, to teach, to found, to use, to mine, to lecture; office, bank, cash, programme.

To supervise, to conduct, to act, to administrate, to translate, to direct, to deposit.

**Exercise 5.** Say what verbs the nouns with the suffix *-ee* derive from, guess what they mean. Mind the pronunciation of the words.

Model: to nominate [ˈnɒmɪneɪt]	← nominee [ˈnɒmɪˈniː]
назначать на должность,	лицо, выдвинутое на
предлагать кандидата	какую-л. должность,
	кандидат

Employee, payee [peɪˈiː], refugee [ˌrefjuːˈdʒiː], examinee [ɪɡˌzæmɪˈniː], addressee [ˌædresˈiː], nominee.

**Exercise 6.** Read the pairs of words having the suffixes *-er/-or* and *-ee*, compare their meanings.

Model: payer — payee    плательщик — лицо, получающее платеж

Employer — employee, payer — payee, examiner — examinee, nominator — nominee.

**Exercise 7.** Read the following word combinations and give their Russian equivalents.

To own shares, to buy shares, to govern workforce, at the top of the company, to employ people, the Board of Directors, to appoint a Managing Director, a Chief Executive Officer, to hold the position of the Chairman, to be responsible for something, to exert control over managers, senior managers, a Finance Department, a Finance Manager, a Marketing Department, a Marketing Manager, a Production Department, Manager, a Public Relations Department, a Public Relations Manager, a Personnel Department, a Personnel Manager, a Research and Development Department, a R&D Manager, a Sales Department, a Sales Manager, an Export Department, an Export Manager, a Logistics Department, a Logistics Manager, a Staff Department, a Staff Manager, various departments, a public limited (liability) company, a private company, to make a profit, to be concerned with, to manufacture goods.

**Exercise 8.** Choose the correct form of the verb in brackets. Consult §§ 6, 10 (Reference Grammar).

1. People \_\_\_\_ (buy / are bought) shares in a company and become shareholders.
2. Shares \_\_\_\_ (own / are owned) by people providing the capital.
3. The company \_\_\_\_ (employs / is employed) 75 people.
4. Thousands of people \_\_\_\_ (employ / are employed) by the company.
5. Mr. Gary Gould \_\_\_\_ (is headed / heads) the Poplar River mine.
6. The Maple Shipping Co. \_\_\_\_ (is run / runs) by Mr. John Roberts.
7. Who usually \_\_\_\_ (is chaired / chairs) the company

meetings? 8. The meetings \_\_\_\_ (are chaired / chair) by the Chief Executive Officer. 9. All the managers \_\_\_\_ (are attended / attend) the meetings on Monday. 10. Sometimes the company meetings \_\_\_\_ (are attended / attend) by customers.

**Exercise 9.** Work in pairs. Speak about your friends' / parents' / relatives' jobs. Use the model below.

Model. A: What does your father do?

B: He's Sales Manager. He works with a private company.

A: What products are sold by the company?

B: Goods and clothes for children.

**Exercise 10.** Read the text and study the company structure.

### Company Structure

A typical company consists of three groups of people: the shareholders, the management, and the employees. The shareholders own shares in the company. Shares are bought by people as an investment. The management governs the employees who are the workforce.

The Board of Directors is at the top of the company. The Chairperson or President heads the Board. The Board of Directors takes policy decisions and determines the company's goals and strategy.

The Board of Directors appoints a Managing Director or Chief Executive Officer. Very often, the same person holds the positions as Chairman and CEO. A public limited company must have two directors and a private one. The Managing Director is responsible for the running of the business. The Director gives instructions to a General Manager who exerts control over managers of departments.

Managers are at the head of the various departments, for example, Finance, Marketing, Production, Public Relations, Personnel, Research and Development.

A Finance Department deals with the management of money of the company, its spending, profits, investments. A Finance Manager heads the department.

A Marketing Department is concerned with market analysis, pricing, market entry strategy, market development, and advertising. A Marketing Manager is at the head of the department.

The work of a Production Department is connected with manufacturing goods. A Production Manager is in charge of the department.

A Public Relations Department is involved with projecting a positive image of the company through mass media, contacts with people and organizations. The department is headed by a Public Relations Manager.

A Personnel Department or Staff Department deals with hiring and firing workers. A Personnel Manager or Staff Manager is responsible for the department.

A Research and Development Department is concerned with a scientific study and innovation aimed at improving production processes. A Research and Development Manager is at the head of the department.

Other companies may have different departments. For example, international companies have an Export and Import Department, headed by an Export and Import Manager.

Many big companies have an Advertising Department, headed by an Advertising Manager. The department promotes the products of the company and makes people buy them.

Companies may also have a Sales Department, a Logistics Department, an Accounting Department, etc. These departments are headed by a Sales Manager, a Logistics Manager, an Accounting Manager respectively.

The senior management controls the middle management. The low management is controlled by the middle management.

Every company has a secretary.

**Exercise 11.** Find in the text the equivalents of these words and word combinations.

Совет директоров; во главе компании; возглавляет совет; принимает решения, касающиеся политики компании; отвечает за управление бизнесом; дает указания; контролировать менеджеров; реклама; занимается приемом на работу и увольнением; производство товаров; рекламирует продукцию компании.

**Exercise 12.** Answer the following questions in pairs.

1. What three groups of people make up a company?
2. What do we call a body of people governing the company?
3. What do we call the official who heads the Board of Directors?
4. How is a Managing Director appointed?
5. What departments may be included in different companies? What do we call managers of these departments?

**Exercise 13.** Scan the material about the Black Diamonds Corporation. Find information about its management structure and answer the following questions:

1. What is produced by the corporation?
2. How many collieries are operated by the corporation?
3. Where do the collieries work?
4. Who heads the corporation?
5. Who represents the middle management?
6. How many people are employed by the corporation?

#### **Black Diamonds Corporation**

P.O. Box 2500  
Nova Scotia, Canada B9 6K3  
Phone: (903) 542-2325  
Telex: 019-13254  
Fax: (903) 174-2589

#### **Principal Officers**

President & CEO: John S. Smith  
Director of Marketing: Peter Black

#### **Description of Activities**

The Corporation has two collieries and fully integrated support facilities for the preparation and distribution of coal. It is one of the largest producer of coal in eastern Canada and is one of the region's biggest employers, currently employing over 3,000 people.

#### **Operating Mines**

##### **Woods Colliery**

P.O. Box 2500  
Nova Scotia, Canada B9 6K3  
Phone: (903) 542-2325  
Telex: 019-13254  
Fax: (903) 174-2589  
Manager: Michael Davidson  
Location: Cape Breton  
Owner/Operator: Black Diamonds Corporation  
2006 Production Capacity (ROM): 2.5 million tonnes  
2006 Actual Production (ROM): 2.4 million tonnes  
Employment (2006): 1000  
Type of Coal: high volatile bituminous A and B  
Utilization: thermal  
Mining Method: retreat longwall  
Major Equipment Used: 750 h.p. Eickhoff Shearer,  
300 ton  
Hemscheidt roof support, armored face conveyor  
Reserves: 93.7 million tonnes  
Major Markets Domestic: Nova Scotia, Ontario

##### **Green Valley Colliery**

P.O. Box 2500  
Nova Scotia, Canada, B 23P K7  
Phone: (903) 112-5033  
Telex: 019-8502



Fax: (903) 461-6068

Manager: Nicholas Lutch

Location: New Nova Scotia, Canada

Owner/Operator: Black Diamonds Corporation

2006 Production Capacity (ROM): 4.0 million tonnes

2006 Actual Production (ROM): 3.0 million tonnes

Employment (2006): 1200

Type of Coal: high volatile bituminous A

Utilization: metallurgical and thermal

Mining Method: retreat longwall

Major Equipment Used: 500 h.p. Anderson Shearer, 550 ton

Dowty two leg shield support, Dowty armored face conveyor

Joy 4LS shearer

Preparation Facilities: Green Valley Coal Preparation

Plant heavy media cyclone and froth flotation

Reserves: 100 million tonnes

Major Markets Export: metallurgical and thermal (Europe, North America, South America, Far East)

Domestic: thermal (Nova Scotia, Ontario, New Brunswick, Quebec)

**Exercise 14.** Scan the material about Blue Lake Coal Limited. Ask other students questions about its organization structure and activities.

#### Blue Lake Coal Limited

PO Box 4080

Alberta, Canada T4B 3C1

Phone: (403) 233-4522

Fax: (403) 233-4121

#### Principal Officers

Chairman & CEO: A.F. Hudson

Vice-President & General Manager: J.K. Green (Grande Cache)

Vice-President, Marketing: F. Crighton

Vice-President, Finance: S. Hunt

Vice-President, Corporate Development: A. Coltman

#### Operating Mine

PO Box 4080

Alberta, Canada T4B 3C1

Phone: (403) 233-4522

Fax: (403) 233-4121

Mine Manager: James White

Location: Alberta, Canada

Owner/Operator: Blue Lake Coal Limited

2006 Actual Production (clean): 5.0 million tonnes

Employment: 850

Type of Coal: bituminous

Utilization: coking coal

Mining Method: surface open pit, strip and underground room and pillar

Major Equipment Used: 1 P&H 2800 XPB 40-yd bucket; 1 Komatsu WA800; 2 Komatsu WA500-1; 3 P&H 2100 15-yd bucket; 8 coal haulers (85 t); 13 waste haulers (190 t); 2 Bucyrus Brie 60R; 2 Bucyrus Brie 45R; 1 Letourneau L — 1400 Loader (29-yd); 4 Cat 16G; 2 Joy 12CM12 continuous miners; 8 Joy 10SC32 shuttle cars (15 t); 5 Stamler-feeder breakers BF14A-3-7c; 4 Fletcher dual-boom roof and side bolters CHDOR-15; 3 Wagner scoop trams; 1 longwall; 4 Dosco roadheaders

Reserves: 115.6 million tonnes proven, 98.0 million tonnes probable

**Exercise 15.** Find information about a European company, make its organization chart and speak about its structure.

**Exercise 16.** Study the management system of one of the companies in your city. Make its organization chart. Write about the levels of management there. Compare the responsibilities of the managerial staff.

**Exercise 17.** Act out the dialogues.

1. — Mr. President, may I present Mr. John Brown?  
— How do you do.  
— How do you do. Happy to meet you, Mr. President.
2. — Let me introduce myself. My name is Boris Kuznetsov. I work for the Donmash Company. I'm Production Manager.  
— My name's Anna Smith. I work for Luscar Ltd. I'm Marketing Manager.  
— Pleased to meet you.  
— Nice to meet you.
3. — Mr. White, may I introduce Mr. Green to you? He heads the Finance Department. Mr. Green, this is Mr. White, our customer.  
— How do you do.  
— How do you do. Here is my business card.
4. — Mr. Green, have you met our Sales Manager, Mr. Black?  
— I'm afraid not. How do you do.  
— How do you do.
5. — Anna, meet my colleague Alexander. Alexander, this is Anna.  
— Hello.  
— Hello. Nice to meet you.
6. — Anna, this is my friend Boris.  
— Hello, Boris. I have heard of you.  
— Hello, Anna.  
— I hear you take management. Where do you study?  
— I study at the Don State Academy of Service. I'm a fourth-year student.  
— How interesting! I am in my second year at South Russia State Technical University. I also take management.  
— What are you doing here in London?  
— I'm taking part in the exchange programme. I'm staying with an English family.

- I see.... I've arrived in England with a group of tourists. How about going for a walk?  
— O. K.

**Exercise 18.** Role-play.

1. Roles: students from Russia, Germany and France. Young people from different countries have come to London to study management. They introduce themselves to one another.
2. Roles: a boss, a new marketing manager, employees. A boss introduces a new manager to his employees.

## UNIT 3 RECRUITMENT

### 3.1. Executive Recruitment in the USA

**Exercise 1.** Focus on the topical vocabulary.

- head-hunter ['hed, haɪntə] *n* — «охотник за головами», «охотник за талантами»  
 to recruit [rɪ'krʊ:t] *v* — вербовать, набирать, пополнять (состав)  
 recruiter [rɪ'krʊ:tə] *n* — вербовщик  
 recruiting firm — фирма, занимающаяся подбором кадров для других организаций  
 to retain [rɪ'teɪn] *v* — нанимать (посредника)  
 retainer [rɪ'teɪnə] *n* — поручение посреднику или адвокату ведения дела; соглашение между клиентом и посредником  
 retainer firm = retained firm [rɪ'teɪnd 'fɜ:m] — фирма, занимающаяся подбором кадров по поручению других организаций  
 retainer fee [fi:] — сумма, выплачиваемая за специальные услуги  
 expenses [ɪks'pensɪz] *n pl* — расходы  
 income ['ɪŋkəm] *n* — доход  
 reference ['refrəns] *n* — рекомендация; лицо, дающее рекомендацию  
 to give good references — представить хорошие рекомендации

- referee [reɪə'ri:] *n* — лицо, дающее рекомендацию  
 contingency [kən'tɪŋdʒənsɪ] *n* — вероятность, возможность; случай, случайность  
 contingency firm — фирма, занимающаяся поиском возможных кандидатов по заданию клиента  
 resume ['rezju(:)meɪ] *n фр.* — резюме; сводка, содержащая сведения о человеке, его образовании, профессии и т. д.  
 cover letter ['kʌvə 'letə] = covering letter ['kʌvərɪŋ] — сопроводительное письмо  
 curriculum vitae [kə'rikjʊləm 'vɪtaɪ] *лат.* — краткое жизнеописание, биография  
 accomplishment [ə'kɒmplɪʃmənt] *n* — достижение; *pl* — достоинства, совершенства  
 purpose ['pɜ:pəs] = objective [ɒb'dʒektɪv] *n* — цель  
 employment agency [ɪm'plɔɪmənt 'eɪdʒənsɪ] = employment bureau [bjuə'reɪ] = employment office = placement bureau — бюро по найму рабочей силы, бюро по трудоустройству  
 employment agent ['eɪdʒənt] — агент по найму  
 employment manager — заведующий отделом набора рабочих  
 employment officer ['ɒfɪsə] — консультант по вопросам трудоустройства  
 support personnel [sə'pɔ:t , pɜ:sə'nel] — вспомогательный персонал  
 to hold the position as director — занимать должность директора  
 to fit the criteria ['fɪt...kraɪ'ɪəriə] — соответствовать критериям  
 experience [ɪks'piəriəns] *n* — стаж работы  
 to have a good command of English [kə'mɑ:nd] — хорошо владеть английским языком  
 computer literate ['lɪtərɪt] — умеющий работать на компьютере  
 interpersonal skills [ɪntə'pɜ:snl] = communicative skill [kə'mju(:)nɪkətɪv] — умение общаться с людьми

professional skill — профессиональное мастерство  
 technical skill [ˈteknɪkəl] — технические умения  
 to acquire a skill [əˈkwaɪə] = to master a skill [ˈmɑːstə] —  
 приобретать опыт, овладевать мастерством  
 creative skill [kriːˈetɪv] — творческий талант  
 entrepreneurial skill [ˌɒntrəprəˈnɜːziəl] — талант предпринимателя  
 inventive skill [ɪnˈventɪv] — изобретательский талант  
 organizational skill [ˌɔːɡənəɪˈzeɪʃənəl] — организаторские способности  
 to demonstrate, display, exhibit, show ability at / in smth  
 [ˈdemənstreɪt, dɪsˈpleɪ, ɪɡˈzɪbɪt, ˈʃəʊ əˈbɪlɪti] — проявлять способности к чему-л.  
 creative ability — творческие способности  
 communicative abilities — коммуникативные способности  
 leadership abilities [ˈliːdəʃɪp] — способности руководителя  
 career prospects [kəˈrɪə ˈprɒspɛkts] — перспективы служебного роста

**Exercise 2.** Try to understand the meaning of the derivatives.

Recruit, recruiter, recruiting, recruitment; retain, retained, retainer; entrepreneur, entrepreneurial; compete, competition, competitive, competitiveness, competitor; remunerate, remuneration, remunerative; follow, following; investigate, investigation; describe, description; understand, understanding, understandable; hunt, hunter, hunting, head-hunter, head-hunting; loyal, loyalty; sense, sensible; fame, famous; receive, receiver; check, checking; include, including; annual, annually; assign, assignment; prosper, prosperous.

**Exercise 3.** Guess what these international words mean.

Management talent, a Seattle based organization, an association, management professionals, the compensation for positions, typically, clients, client firms, a consultant,

personnel consulting, consulting firms, a prestigious firm, to present candidates, qualified candidates, the initial contact, checking, to be based on a percentage of the compensation, a basis, personnel recruitment, positions in international companies, organizational methods, leadership, aspects, banks, resumes, expert examination of vacancies, analogous, period, analyse, personal specifications, potential, tests, psycho-physiological characteristics of the personnel, professional selection programs, assistant manager, a complete complex.

**Exercise 4.** Read the following word combinations and give their Russian equivalents.

Executive recruitment; the executive director; to operate an executive search service; a retained firm; a contingency firm; to recruit key people; to hire a candidate; search consultants and researchers; to make excellent incomes; to have good incomes; to match the client's specification; support personnel; to discover new opportunities; to look for qualified candidates; to fill positions; to fit the criteria; marketing experience; advertising experience, a good command of English; higher education; computer literate; entrepreneurial skills; leadership ability; organizational ability; experience in order processing; excellent career prospects; competitive remuneration; a professional environment; a working environment; to seek a competitive salary; benefits package; to search for candidates; the heads of firms; previous experience in wholesale; marketing research methods; to describe the operations; to determine the competitiveness of vacancies; demand and supply; similar positions; labour market; a reduced complex; to proceed from the requirements to the vacancy.

**Exercise 5.** Complete the sentences with the prepositions *as, at, for, in, of, on, to, with* where necessary.

1. He lost his position \_\_ manager. 2. Her job is recruitment \_\_ qualified personnel. 3. They have a graduate



recruitment scheme \_\_ the company. 4. Mr. Smith acquired skill \_\_ advertising. 5. They worked \_\_ great skill. 6. The candidate had 5 years' experience \_\_ accounting. 7. My friend has a good command \_\_ English. 8. We offer different consulting services \_\_ the heads of firms and banks. 9. Are you ready \_\_ the challenge? 10. The competitiveness \_\_ vacancies is determined \_\_ the basis \_\_ analysing the demand and supply \_\_ similar positions \_\_ the Moscow labour market.

**Exercise 6.** Read these sentences and express the same in Russian.

1. They have computer-science courses at university. 2. I did a management course last year. 3. After four years' study Helen is now a certified teacher. 4. After university Henry took a Certificate in the Teaching of English as a Foreign Language. 5. I attended a driving school and received a driving licence in 2005. 6. Peter earns a high salary as an accountant. 7. You are an experienced worker. Are you going to ask for an increase in salary? 8. Complete the application form, please. Send your application either by regular mail or e-mail, use fax only in emergency. Attach a copy of your curriculum vitae. 9. I learnt about the vacancy from a newspaper advertisement. 10. The candidates are asked to describe their current position and responsibilities at the organization where they are employed. 11. A strong command of English is essential for applicants. They are requested to evaluate their own language skills. 12. I had an interview for a job. 13. Big industrial companies hold interviews all over the country. 14. Scott Walmsley heads a recruiting firm. He is an experienced recruiter.

**Exercise 7.** Express the following in English. Consult § 36 (Reference Grammar).

1. В городе много организаций, работающих с иностранными фирмами. 2. Есть ли в городе организации,

занимающиеся трудоустройством населения? — Да, в центре есть два бюро по трудоустройству. 3. В крупных городах есть частные фирмы, занимающиеся подбором руководящих кадров для других организаций. 4. В комнате было много посетителей. 5. На вечере будет много известных бизнесменов. 6. В библиотеке достаточно книг по менеджменту и маркетингу? — Вполне достаточно. 7. В магазине не было книг по логистике. 8. В кабинете мало мебели. 9. В газете много интересных объявлений. 10. На столе менеджера лежали письма и факсы. 11. Сколько людей будет на церемонии открытия (at the opening ceremony) торгового центра? — Более ста. 12. Сколько угольных шахт в этом регионе? — Десять.

**Exercise 8.** Work in pairs. Speak about a manager's office. Use the model and lists of words below.

Model. A: What furniture is there in the office?

B: There is a desk...

A: What business machines and electronic devices are there in the office?

B: There is a computer...

A: What things do managers use at work?

B: They use pens...

Chairs, armchairs, a desk, a table, shelves, a bookcase, a safe.

A Xerox copier, a computer, a fax machine, a telephone, a mobile phone, a calculator, a CD player, a DVD player.

Sheets of paper, files, filers, a stapler, a glue stick, a hole punch, paper clips, clipboard, pens, pencils, markers, erasers, felt-tip pens, drawing-pins, a screen, a whiteboard, a flipchart, CDs, DVDs.

**Exercise 9.** Work in pairs. Speak about different enterprises and organizations in your city/town. Use the model and list of words below.

Model: A: How many employment offices are there in the city?

B: There are four employment offices in the city.

Factories, plants, mines, hospitals, job centres, schools, universities, institutes, libraries, shops, cafes, restaurants.

**Exercise 10.** Read the text and find out how executive recruitment is organized in the United States.

### Executive Recruitment in the USA

Executive recruitment is big business in the United States. Recruitment is the activity of finding workers for companies and other organizations. Different recruitment agencies make money by looking for suitable people for employers.

Sometimes recruiters are called head-hunters. A head-hunter is a professional who searches for talented and highly-qualified specialists. He/she usually offers them to leave their job and take another job which has better pay. It may be a job with a rival firm. Recruiters do not care very much about such things as loyalty to old companies and morals. On the other hand, head-hunters help prosperous firms hire excellent professionals and give talented people an opportunity to receive fair pay for good work.

Scott Walmsley is an authority on executive recruitment. He is Executive Director of the Association for Sales Force Management. It is a Seattle-based organization dealing with recruiting top sales managers. S. Wamsley knows the inside of recruitment and his advice is professional and sensible. In his article *Some useful facts about executive recruiters* he describes the system of finding management professionals for companies.

In the USA there are two different types of recruiting firms: retained and contingency. Retainer firms are hired to find and recruit key people. The compensation for these positions typically starts at \$75,000 and goes up from

there. The retainer firm is paid a fee whether or not a candidate is hired, all expenses are paid by the client firm. Only one firm works on the search. Retained recruiting firms are often large and international.

There are two groups of people working in retained firms, search consultants and researchers. Search consultants deal with clients. They choose and present candidates to the client firm. Consultants who work in the large prestigious firms make excellent incomes. They are famous in their industries.

The other group is the researchers. They find candidates that match the client's specification and make the initial contact with them. Researchers also do most of the reference checking.

The other type of recruiter is a contingency firm. The recruiter only gets a fee after they find a candidate that is hired by the client. Most of the positions contingency firms recruit for pay about \$40,000 to \$90,000. Contingency recruiters pay all the expenses and often compete with other contingency firms working on the same assignment. The fee paid to the recruiter is usually based on a percentage of the annual compensation, typically 15-25%.

Recruitment firms help managers to get better jobs and fill higher positions in companies. Their services are in great demand in the USA. Similar recruitment organizations work in other countries, including Russia. But in this country an effective system of finding management professionals is still developing.

People looking for a job with a prosperous company apply to a recruiting firm. They usually send their resumes and covering letters. Some firms may ask applicants to submit their curricula vitae and references. At present, candidates usually fax or e-mail their papers. Suitable candidates are invited for interview. At the meeting the recruiter asks them questions about themselves, their skills, abilities, experience and finds out if they fit the client's

criteria. The recruiting firm chooses the best candidates and the client company takes the final decision.

Scott Walmsley also gives some tips on applying to recruiters. These tips are of interest to Russian professionals, too.

The resume and cover letter must be short, to the point and understandable. Large firms receive over 100 resumes a day and they are not going to read every word. They look for «key words» which relate to past experience, positions and accomplishments. Applicants are recommended to make a short statement of their education, qualifications for the job, professional achievements, career goals and plans to contribute to the success of the organization.

In the «objective» section applicants should write how they are going to improve the work of the company. They must be ready to work hard, introduce innovations, move to another place, etc. Employers need creative, energetic and enterprising workers.

Any good recruiter will check the references. He matches the interests of the client with those of the candidate.

**Exercise 11.** Find in the text the equivalents of these words and word combinations.

Подбор руководящих кадров; наниматели; ищет талантливых и высококвалифицированных специалистов; организация, находящаяся в Сياتле; получать гонорар; оплачивать все расходы; конкурировать с другими фирмами, занимающимися подбором кадров по заданию клиента; задание; ежегодная компенсация; услуги; подобные организации, занимающиеся подбором кадров; способствовать успеху организации; творческие, энергичные и предприимчивые работники; проверяют рекомендации.

**Exercise 12.** Answer the following questions in pairs.

1. Who are head-hunters?

- What does Mr. Walmsley do?
- What types of recruiting firms are there in the USA?
- How is work organized in retainer firms?
- What are the responsibilities of search consultants?
- What are the duties of researchers?
- How is work organized in contingency firms?
- Are the services of recruiters in demand in the USA?
- What documents must the applicant submit to the recruiter?
- What tips does S.W. Walmsley give on applying to recruiters?

### Exercise 13.

- Look through the following advertisements.
- Say what positions are offered, what criteria applicants should fit. Would you apply for these positions?
- Say what services are offered to the heads of firms by the recruitment companies.

WE WILL DISCOVER NEW OPPORTUNITIES FOR YOU!	
EXECUTIVE SEARCH AND SUPPORT PERSONNEL RECRUITMENT	
Our Clients - big international companies are looking for the qualified candidates to fill the following positions:	
MARKETING &	CUSTOMER
ADVERTISING	SERVICE
PROFESSIONALS	MANAGER
candidates should ideally fit the following criteria:	
<ul style="list-style-type: none"> <li>• Minimum 1-2 years marketing / advertising experience</li> <li>• Good command of English</li> <li>• Higher education</li> <li>• Computer literate</li> <li>• Entrepreneurial skills</li> </ul>	<ul style="list-style-type: none"> <li>• University education</li> <li>• Creative organizational and leadership ability</li> <li>• Experience in some aspects of order processing</li> <li>• Good English</li> <li>• Male, 25-40 aged</li> </ul>
Excellent career prospects, competitive remuneration and a professional working environment are offered.	
If you are ready for the challenge and are seeking a competitive salary and benefits package, please call TOPAZ (095) 431-4321/431-1412/979-7614, send your resumes to 120002 Moscow PO Box 6, or fax your CV to (095) 431-2820. For more information, visit <a href="http://www.topaz.ru">www.topaz.ru</a>	

### THE MIST COMPANY

offers the following positions

A Big Export-Import Firm is Searching:  
The Chief of Sales Department

Male, 30-40 y.o., higher education, previous experience in  
wholesale in foreign firm not less than 1 year, English. PC. The  
salary for the trial period from \$500.  
Tel. 243-1597

#### Marketing Manager

Higher education, 30-40 y.o., previous experience of similar work  
not less than 1 year, good knowledge of marketing research  
methods.

Tel. 243-1597      www.mist.ru

#### OUR SERVICES TO THE HEADS OF FIRMS AND BANKS

**Personnel consulting:** determining what is needed for vacancies;  
describing the operations, personal specifications of potential  
employees, and problems of company policy.

**Expert examination of vacancies:** determining the competitiveness  
of vacancies on the basis of analyzing the demand and supply for  
similar positions in the Moscow labor market.

**Investigations by tests:** appraisal of business and psycho-  
physiological characteristics of the personnel using professional  
selection programs.

**Selection of personnel:** complete or reduced complex of services  
for the search, selection and presenting several candidates to the  
employer, proceeding from the requirements to the vacancy.

### Exercise 14.

1. Imagine you work for a recruitment agency. Write an advertisement for a client looking for qualified candidates to occupy a position as sales manager / advertising manager / accounting manager / logistics manager / human resources manager / R&D manager / production manager / assistant manager.

II. Imagine you work for a recruitment company. Advertise your company in writing and orally.

**Exercise 15.** Say what employment organizations help people to get a job in your city/town. Describe their activity. Use the list of word combinations below.

Employment centres, recruitment firms, to recruit workforce, to recruit executives, to inform people about vacancies, to put advertisements about open positions, to organize courses, to run training schemes for the unemployed, to match the interests of candidates and employers.

**Exercise 16.** Describe the duties of an employment agent, an employment officer, and an employment manager. Use the list of word combinations below.

To look for talented people; to put information about vacancies in newspapers, to put information about candidates in newspapers; to check candidates' resumes, curricula vitae, references.

To consult employers; to consult candidates; to describe the operations and personal specifications of potential employees.

To direct and control the process of recruitment; to conduct interviews with candidates; to select the best candidates; to present candidates to the employer.

**Exercise 17.** Tell the group if you would like to work as employment manager and why.

**Exercise 18.** As you know, a business card is a small card with the owner's name, position, company, and address printed on it. Business people give and receive cards to introduce themselves to partners. Look at Anne Evans' business card. Make a card for your father / mother / yourself.

*Moving Machinery Co.*

Anne Evans  
Staff Manager

12, Blackpool Road, London, AFS 7CK, England.  
Phone: (0273) 793479 Fax: (0273) 793580



### 3.2. In the Job Interview

#### Exercise 1. Focus on the topical vocabulary.

- self-confident [self kɒnfɪdənt] *a* — самоуверенный, уверенный в себе  
 demanding [dɪ'mændɪŋ] *a* — требовательный  
 interview [ˈɪntəvju:] *n* — собеседование; *v* — проводить собеседование  
 interviewee [ˈɪntəvju:'i:] *n* — проходящий собеседование  
 interviewer [ˈɪntəvju:ə] *n* — проводящий собеседование  
 to do one's best [ˈdu:'wʌnz 'best] — делать все возможное  
 to produce a good impression on smb. [prə'dju:s] — производить хорошее впечатление на кого-л.  
 strength [streŋθ] *n* — сила, сильная сторона, достоинство  
 weakness [ˈwi:knis] *n* — слабость  
 willingness [ˈwɪlɪŋnis] *n* — готовность  
 to relocate [ˌri:ləu'keɪt] *v* — переселять(ся)  
 placement [ˈpleɪsmənt] *n* — определение на должность, работу  
 to provide services [prə'vaɪd 'sɜ:vɪsɪz] = to do services = to offer services — оказывать услуги  
 fluent [ˈflu:ənt] *a* — свободный, беглый (о речи)  
 negotiation [nɪ, ɡəʊfɪ'eɪʃən] = talks [tɔ:ks] *n* — переговоры  
 to conduct talks [kən'dakt] = to hold (held) talks — проводить переговоры  
 charges [ˈtʃɑ:ʃɪz] *n* — затраты, издержки  
 driver's license [ˈdraɪvəz 'laɪsəns] (AE) = driving licence [ˈdraɪvɪŋ] (BE) — водительские права  
 to settle claims, disputes [ˈsetl 'kleɪmz, dɪs'pjʊts] — урегулировать претензии, споры  
 personal details [ˈpɜ:snl 'dɪteɪlz] — подробные сведения о человеке  
 full name [ˈfʊl 'neɪm] — полное имя  
 first name [fɜ:st] = given name [ˈgɪvən] = Christian name [ˈkrɪstjən] — имя  
 patronymic [ˌpætrə'nɪmɪk] *n* — отчество

- last name [læst] (AE) = family name [ˈfæmɪli] (AE) = surname [ˈsɜ:neɪm] — фамилия  
 permanent address [ˌpɜ:mənənt ə'dres] — постоянный адрес  
 marital status [ˈmærɪl 'steɪtəs] — семейное положение  
 married [ˈmærɪd] *a* — женатый, замужняя  
 single [ˈsɪŋɡl] *a* — холостой, незамужняя  
 divorced [dɪ'vɔ:st] *a* — разведенный, разведенная  
 widow [ˈwɪdɔ:] *n* — вдова  
 widower [ˈwɪdɔ:ə] *n* — вдовец  
 background [ˈbækgraʊnd] *n* — подготовка, образование, квалификация; биографические или анкетные данные происхождения  
 dependent [dɪ'pendənt] *n* — иждивенец  
 citizenship [ˈsɪtɪzənʃɪp] *n* — гражданство

#### Exercise 2. Try to understand the meaning of the derivatives.

Motivate, motivated, career-motivated, motivation; able, ability; skill, skilled; honest, honestly; success, successful; demand, demanding; interview, interviewer, interviewee; apply, application, applicant; require, requirement; place, placement, replace, replacement; translate, translation, translator; interpret, interpretation, interpreter; attract, attractive, attraction; drive, driving, driver; refer, referee, references; depend, dependent, dependence; citizen, citizenship.

#### Exercise 3. Guess what these international words mean.

International firms; a career in business; manners; to interview candidates; to produce; a sweater; official situations; formal communication; a respectable and competent person; qualified personnel; vacancies, a vacant position; an agency, an agent; inefficiency; a linguistic university; communicative; energetic; an office manager; office management; an administrator; a financial director; a budget; planning; credits; modern computers; a license;

business documents; a practical course; professional interests; technical service; negotiations; contracts; disputes; deposits; Moscow routes; personal details; a nationality; a status; a telephone; a permanent address; a type of business, industry; a region; civil engineering; an application form; a date; a diploma.

**Exercise 4.** Find synonyms in Lists A and B.

Model: the head — the boss

A. An applicant, the head, mail, a job-hunter, secondary school, duties, a firm, a first name, a last name, an accountant, a type, a patronymic, an objective, negotiations, a subordinate, a civil engineer, a field, a job, accomplishments.

B. An inferior, post, responsibilities, a company, a surname, a bookkeeper, a kind, a father's name, talks, a building engineer, the boss, achievements, a candidate, a purpose, a job seeker, work, high school, a sort, a given name, a branch, a family name.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

To be suitable for a job; to be interested in; to apply to recruiters; to send resumes and cover letters; to provide services; to speak English fluently; to meet the requirements and wishes; free of charge; in case of; affordable prices; working experience; office equipment; practical experience; a good command of English; highly educated; experience in foreign trade; a driver's license; a driving licence; a weapon licence; chief accountant; accounting records; accounting reports; accounting spreadsheets; to supervise execution of contracts; currency transactions; quick to learn; to conduct talks; conduction of talks; settlement of claims and disputes; International Law; to hold a position; a curriculum vitae; to be responsible for; to be in charge of; advertisement leaflets; a first name, a

given name, a Christian name; a patronymic; a last name, a surname; a country of citizenship; background.

**Exercise 6.** Read these sentences and express the same in Russian.

1. Is there anything urgent in the mail? 2. They sent the documents by e-mail. 3. Mail order is a system of buying and selling goods where you choose what you want from a firm's catalogue and the firm sends you what you have ordered by post. 4. Applicants are asked to give the names of their referees. 5. He has applied for another job. 6. The manager was given the list of applicants. 7. The boss is away. He's on business. 8. Is Mr. Brown in? — Yes, he's waiting for you. Come in, please. 9. Who is the owner of this mine? 10. He has the right background for the job. 11. Mr. Blake is his immediate subordinate. 12. Fetch me the documents, please. — OK, boss. 13. The chief wants to see you in his office. 14. Mr. Tyler is the head of the company. 15. The head of the Foreign Languages Department was present at the meeting. 16. You should be polite both to your superiors and inferiors. 17. Have you written your application for the position? — Not yet. 18. Please, complete the application form. 19. I want to call Mr. Adams, but I don't remember his phone number. — Consult the telephone directory. 20. Keep to the point!

**Exercise 7.** Match the words with their definitions.

- |                 |   |
|-----------------|---|
| 1. An applicant | a) is a person who gives work to other people and pays them for it.                               |
| 2. A referee    | b) is a person who is in charge of an organization or a department.                               |
| 3. An employer  | c) is a person who has a less important position than you in the organization for which you work. |
| 4. An employee  | d) is a person to whom a company, an organization, or a shop belongs.                             |

- 5. The boss e) is a person who formally ask to be given a job.
- 6. The owner f) is a person who is paid to work for another person.
- 7. A subordinate g) is a person who gives you a reference when you are applying for a position.
- 8. Your chief h) is a person who holds a higher position than you or has authority over you in the organization for which you work.
- 9. A superior i) is the person who has authority over you in a job. (Informal)
- 10. The head j) is a person who sets up an enterprise in order to make a profit.
- 11. An entrepreneur
- 12. An inferior

**Exercise 8.** Choose the correct form of the verb in brackets. Consult §§ 20–27 (Reference Grammar).

1. We \_\_\_\_ (have seen / will have seen) a lot of places of interest this week. 2. They \_\_\_\_ (have passed / will have passed) their exam by the end of June. 3. He said that he \_\_\_\_ (has found / had found) a good job. 4. The sales manager promised that the goods \_\_\_\_ (would have been delivered / will have been delivered) by the end of the month. 5. The letters \_\_\_\_ (have been signed / have signed) already. 6. The goods \_\_\_\_ (had delivered / had been delivered) by the 15th of July. 7. The invitations to the party \_\_\_\_ (will have been sent / will have sent) by Saturday. 8. The secretary said that she \_\_\_\_ (will have typed / would have typed) the letter by 12 o'clock. 9. The businessman \_\_\_\_ (have travelled / has travelled) a lot. 10. I \_\_\_\_ (shall have read / will have been read) the book by the end of the week. 11. The guide told the tourists that the plane \_\_\_\_ (has landed / had landed) already. 12. The expenditure on

education \_\_\_\_ (has been cut / has cut). 13. The repair \_\_\_\_ (had been completed / has been completed) by the manager's arrival.

**Exercise 9.** Work in pairs. Speak about completed actions. Use the model and list of words below.

Model: A: Have you filled in the form?

B: Yes, I've just done it. / Not yet. / I haven't finished it yet.

To find a job, to have training, to write an application, to send a cover letter, to fill in a form, to read an advertisement of a job placement agency, to apply for a job, to consult the telephone directory, to phone an employment agency, to find out about vacancies, to graduate from university.

**Exercise 10.** Work in pairs. Ask your partner what job he/she is interested in. Change roles. Use the model below.

Model: A: What position are you interested in?

B: I'm interested in the position as office manager.

A: How many years' experience do you have?

B: None. I've just graduated from university.

**Exercise 11.** Have you ever tried to look for a job? Read the text and find out how to behave in a job interview. Compare these recommendations with what you've learnt from your own experience.

### In the Job Interview

In Russia you can read about vacancies in newspapers or apply to an employment centre and a job placement agency to find out about open positions. State employment centres help people to find jobs free of charge. Private job placement agencies make money by finding work for job-seekers and workers for organizations, enterprises and firms.

Write your resume or curriculum vitae beforehand and submit it on request. Some companies want applicants to send their papers by e-mail. In this case you are to e-mail your resume, CV and a covering letter. If they like your personal details, you will be invited for interview.

If you want to be employed as manager, first you should understand if you are suitable for the job. It means that you must be career-motivated and have some important qualities, abilities and skills.

Good managers like to do their jobs. They are interested in the development of business and the success of their companies. They are ready to work hard and learn. Successful managers are intelligent, honest, self-confident, responsible, demanding and loyal to their companies. They demonstrate communicative, creative and leadership abilities.

The professional skills of a manager comprise interpersonal, entrepreneurial, inventive and organizational skills. Besides, some technical and additional skills are needed. Efficient managers can work on a computer. For the staff of international companies it is important to know foreign languages, especially English. It is good if you can drive a car.

Before having a job interview, answer the following questions honestly:

- Do you really want to get the position?
- Do you like the company?
- Are you satisfied with the conditions and salary offered?
- Do you have a proper education?
- What are your strengths and weaknesses?
- Can you show the necessary qualities, abilities and skills at work?
- Are you ready to learn and develop your skills?
- Will you be able to work hard for the company?
- Do you feel that you are fit for the job?

If your answers are positive, go to the interview and do your best to produce a good impression on the interviewers and get the job.

In the interview, you will be asked questions about yourself, your abilities and skills, your work experience, your strengths and weaknesses, your career goals, the contribution you can make to the company. You may asked many other questions, for example:

- Why did you leave your last job?
- What were your biggest responsibilities?
- What have been your greatest accomplishments recently?
- Whom may we contact for references?
- Do you play any sports?
- Why do you want to work in our company?
- Do you prefer to work by yourself or with others?
- What salary are you expecting?
- What qualifications do you have that relate to the position?
- What motivates you in your work?
- How will you achieve success?
- Can you travel?
- What hours can you work?
- When could you start?

Answering these questions, try to be frank and open. Any information can be checked easily, any lie will come out. You should demonstrate your knowledge of management and your field of specialization (sales, accounting, production, logistics, personnel, etc.). Keep to the point when you answer questions. Don't be too talkative or wordy. Don't show your nervousness. Follow the English saying: «Be concise, be precise, be wise».

Be ready to display your good qualities and skills. Remember that bosses do not like their subordinates to have bad habits (drinking, being late, talking on the phone too much, etc.). You should bear in mind that smoking is strictly forbidden in most offices.



Don't forget about the dress code. In an interview in big companies, men should wear a business suit, which is a dark suit with a white shirt and a tie. Women can wear a dark skirt and a white blouse or sweater, a trendy dress or suit. Reputable companies want their employees to look neat and worthy.

Experts say that good looks are important in business. Besides, you must have good manners, be polite and speak good Russian and English. Remember that in official situations people's speech and behavior are formal. In many foreign companies employees are required to be optimistic and happy. Managers deal with people and they are supposed to smile at customers and colleagues.

In short, try to produce an impression of a successful, cheerful, competent, and respectable person.

**Exercise 12.** Find in the text the equivalents of these words and word combinations.

Центр занятости; бюро по трудоустройству; вакансии; зарабатывать деньги; претенденты на рабочее место; заранее; посылать документы по электронной почте; упорно работать; умный, честный, уверенный в себе, ответственный, требовательный, преданный; производить хорошее впечатление; демонстрировать хорошие качества и умения; привлекательная внешность; говорите по существу.

**Exercise 13.** Answer the following questions in pairs.

1. How can you find out about vacancies?
2. What documents do job-seekers submit?
3. What should you realize before having a job interview?
4. What personal qualities do good managers have?
5. What skills do they need?
6. What questions are asked in an interview?
7. What clothes are the best for an interview?

### Exercise 14.

1. Look through the advertisement of a job placement agency.
2. Say what services are provided by the agency.
3. Say what kinds of people offer their services. What are their personal qualities and professional skills? What salary do they want to get?

<p><b><i>Emerald Agency presents</i></b>  <b><i>Qualified personnel</i></b>  for  <b><i>different vacancies</i></b></p>
<p>Our agency provides effective services in job placement to professionals seeking jobs with successful foreign and Russian companies.</p> <p>Free of charge replacement of applicants in case of their inefficiency.</p> <p>We only collaborate with reputable firms.</p> <p>The company branches work all over the country.</p> <p>Our agency works with the largest database of highly qualified personnel.</p> <p>All applicants speak English fluently and will meet all your requirements and wishes.</p> <p>We offer moderate prices that will suit you.</p> <p>Our address: 117267 Moscow, Box 7</p> <p>Tel. 143-0670 <span style="float: right;">www.emeraldagency.ru</span></p>

**Office Manager / Administrator:** male, 31, University linguistic education, fluent English, experience in management, translation / interpretation, negotiation, user of IBM (WORD, etc.) & office equipment, working experience abroad. Good communicative skills, energetic, industrious. Salary \$7000+. Tel/fax 271-4225.

**Financial Director:** male, 36, highly educated, good command of English and German, family, user of IBM; experience in foreign trade, budget, planning, charges, credits. Driver's licence. Salary \$8000+. Tel/fax 282-4225.

**Office Manager / Interpreter:** female, 26, fluent English, knowledge of computer, office management, negotiation, translation of business documents, 3 years practical experience. Driving licence. Professional, energetic, attractive. Salary \$6000. Tel/fax 133-0527.

**Chief Accountant / Accountant:** female, 36, degree in Economics, good knowledge of computer and accounting spreadsheets, supervising execution of contracts, currency transactions. Industrious, quick to learn. Salary \$7000. Tel/fax 132-1587.

**Lawyer (International Law):** male, 33, Moscow State University, «Intercollege Vilasse», fluent English, user of IBM, contracts, conduction of talks, settlement of claims and disputes, stocks, deposits, investment, consulting (International Law), 5 years working experience. Salary \$10000. Tel/fax 925-8721.

**Exercise 15.** Study the information about vacancies in Proctor&Gamble. Which department would you like to work in? Which position are you interested in? Would you like to attend any of the seminars or get practical training in the company?

At present the world-famous company Proctor&Gamble is doing business in Russia. It deals in cosmetics, household products and goods for children.

The company offers some open positions for new college/university graduates and experienced specialists:

- Administrative Assistant
- Customer Business Development/Sales — Account manager
- Product Supply — Product Supply Manager
- Product Supply — Demand/Supply Planner
- External Relations — Associate Manager
- External Relations — Registration Specialist
- Finance & Accounting — Financial Analyst
- Finance & Accounting — Accountant

- Information and Decisions Solutions — Business Analyst
- Information and Decisions Solutions — System Analyst
- Market Research — Market Research Manager
- Marketing — Associate Brand Manager
- Purchasing — Purchasing Manager

Proctor&Gamble gives top development opportunities to young, talented, promising people. The company organizes internship programs and student seminars (Get Your Talent to the Top trainings, European Financial Leadership Seminar, International IDS Challenge, Research & Development Seminar, Research & Development Internship, Product Supply Seminar).

For further information please get into [www.joinPG.ru](http://www.joinPG.ru). Candidates will fill in an application form, do a test and have a job interview.

**Exercise 16.** Study the sample of an application form.

#### PERSONAL DETAILS

FULL NAME *Andrei Ivanovich Kotov*

AGE *30*

NATIONALITY *Russian*

ADDRESS *22, Pushkin St., Apt 11, Shakhty, Rostov region, 346500, Russia*

PHONE *22-19-13 (home)*

MARITAL STATUS *married* # OF DEPENDENTS *2 sons*

#### EDUCATION

Name of School *Rostov University*

Year graduated *1997*

Course taken or Degree *Economics*

#### LANGUAGES

German    Excellent    Good    Fair    Beginner

English    Excellent    Good    Fair    Beginner

#### EXPERIENCE COMPANY *Landysh*

ADDRESS *10, Korolenko St., Shakhty, Rostov region, 346504, Russia*

Telephone / fax (851) 2-10-14

E-mail

TYPE OF BUSINESS / INDUSTRY *Civil engineering*

EMPLOYED (Month & Year) *Sept 1991 To present*

POSITION HELD *Chief accountant*

RESPONSIBILITIES *In charge of accounting records, accounting reports, accounting spreadsheets*

REASON FOR LEAVING *personal*

REFERENCES

Name of referee *V. P. Chernenko*

Work address of referee *10, Korolenko St., Shakhty, Rostov region, 346504, Russia*

Work phone *22 10-14*

**Exercise 17.** Fill in the application form.

PERSONAL DETAILS

FIRST NAME PATRONYMIC

LAST NAME

AGE

NATIONALITY

Sex              Female              Male

ADDRESS PHONE

MARITAL STATUS # OF DEPENDENTS

EDUCATION

Name of school    Year graduated    Course taken or Degree

LANGUAGES

German Excellent Good Fair Beginner

English Excellent Good Fair Beginner

EXPERIENCE (begin with present or last position)

COMPANY ADDRESS

TYPE OF BUSINESS / INDUSTRY

EMPLOYED (Month & Year) POSITION HELD

RESPONSIBILITIES

REASON FOR LEAVING

REFERENCES

Name of referee

Work phone

Work address of referee

**Exercise 18.** Study the sample of a Curriculum Vitae.

Curriculum Vitae

PERSONAL DETAILS

NAME *Boris Nikolayevich Smirnov*

DATE OF BIRTH *15 July 1970*

NATIONALITY *Russian*

MARITAL STATUS *single*

ADDRESS *20, Pushkin Street, Apt.11, Shakhty, Rostov region,*

*346500, Russia*

TELEPHONE *22-39-54*

EDUCATION

*1998-2002 South Russia State Technical University*

*Diploma (Honours) in Management*

*1987-1988 Secondary school No 3, Shakhty*

*Excellent marks in English, Russian, History*

PROFESSIONAL EXPERIENCE

*1993 to present Vega Company (Rostov-on-Don), Advertising Department*

*Responsible for writing articles, advertisement leaflets on the company's activities.*

INTERESTS

*Sports: tennis, swimming*

*Reading books on history and art*

ADDITIONAL SKILLS

*Driver's licence*

*IBM PC user*

*Fluent English*

PERSONAL QUALITIES

*Creativity, diligence, persistence*

REFERENCES

*Sergei Petrovich Tenin*

*President of Vega Company*

**Exercise 19.** Write your curriculum vitae.

### Curriculum Vitae

#### PERSONAL DETAILS

NAME

DATE OF BIRTH

NATIONALITY

MARITAL STATUS

ADDRESS

TELEPHONE

EDUCATION

PROFESSIONAL EXPERIENCE

INTERESTS

PERSONAL QUALITIES

ADDITIONAL SKILLS

REFERENCES

**Exercise 20.** Study the sample of a resume.

### RESUME

NAME *Yelena Anatolyevna Smirnova*

AGE *32*

COUNTRY OF CITIZENSHIP *Russia*

MARITAL STATUS *married*

DEPENDENTS *one daughter*

PERMANENT ADDRESS *4, Shevchenko St., Apt. 40, Rostov-on-Don, 346500, Russia*

TELEPHONE *22-16-34*

PURPOSE *position as accountant*

BACKGROUND *Rostov State University,  
Diploma in economics*

#### LANGUAGES

English	Reading	Good	Speaking	Good
	Listening	Good	Writing	Good
German	Reading		Speaking	
	Listening		Writing	

#### EXPERIENCE

*1988-1998 Lyudmila Shop*

*Rostov-on-Don*

*Responsible for planning*

#### REFERENCES

NAME OF REFEREE *A.P. Zhilin*

WORK ADDRESS OF REFEREE *15, Lermontov St., Apt.10,*

*Rostov-on-Don, 346500, Russia*

WORK PHONE *22-55-59*

**Exercise 21.** Write a resume.

### RESUME

NAME

AGE

COUNTRY OF CITIZENSHIP

MARITAL STATUS

DEPENDENTS

PERMANENT ADDRESS

TELEPHONE

PURPOSE

BACKGROUND

LANGUAGES

EXPERIENCE

REFERENCES

**Exercise 22.** Complete the Language Evaluation Form, please.

#### LANGUAGE EVALUATION FORM:

Please evaluate your own language skills. Put a tick in the box which you feel best describes your language skills.

#### Reading:

- ☐ Beginner (I can read simple, everyday texts)
- ☐ Intermediate (I can read specialized literature in my field)



- ☐ Advanced (I can read non-academic and academic prose without difficulty)

### Listening:

- ☐ Beginner (I can understand slow, articulate speech)  
☐ Intermediate (I can follow natural speed conversation)  
☐ Advanced (I can understand seminars and follow lectures)

### Speaking:

- ☐ Beginner (I can communicate at a survival level)  
☐ Intermediate (I can communicate fairly comfortably in every day situations)  
☐ Advanced (I can interact with ease in a wide range of academic and non-academic situations)

### Writing:

- ☐ Beginner (I can write personal and business letters)  
☐ Intermediate (I can write essays and compositions on non-academic subjects)  
☐ Advanced (I can write research papers)

### Exercise 23. Act out the dialogue.

- A. Good morning, Mr. Brown.  
 B. Good morning, Mr. Litvinov. Will you take a seat?  
 A. Thank you.  
 B. Have you filled in the application form?  
 A. Yes, here you are. And here's my resume.  
 B. Good, you're 35, aren't you?  
 A. Yes, I am.  
 B. What's your place of birth?  
 A. Novoshakhtinsk, Rostov region.  
 B. Have you written your date of birth?  
 A. Yes, the tenth of November, 1975.  
 B. Good. Describe your background, please.  
 A. I studied at Rostov University. I took economics. I graduated from the university with honours.  
 B. When did you graduate from the university?  
 A. In 1997.

- B. Tell me about your work experience, please.  
 A. I'm working for the Tyulpan Company. I'm assistant manager of the production department. I was promoted to this position in 1999. I had worked as economist before it.  
 B. What type of production is it?  
 A. Textiles.  
 B. How much do you make?  
 A. 13,000 rubles a month.  
 B. Are you satisfied with your work?  
 A. I think, yes. And I'm ready to present good references from my boss.  
 B. Why are you going to leave?  
 A. I'd like to work for a bigger company. I want to have greater career prospects. I'm interested in foreign trade, that's why I'd like to be employed by your company.  
 B. You speak English quite well.  
 A. Thank you. English was my favourite subject at school. Besides, I did an intensive English course at university. I'm a certified translator. And I spent a year in England as an exchange student.  
 B. What foreign countries have you visited for professional purposes?  
 A. I visited Turkey in 2007.  
 B. Good. Can you operate a computer?  
 A. Sure. I've been using a computer since my childhood. I've got a computer at home. Besides, I took a computer-science course at university.  
 B. Can you drive a car?  
 A. Yes. I received a driving licence five years ago.  
 B. Which position are you applying for?  
 A. A position as manager. I took a course in management last year.  
 B. What salary would you like to get?  
 A. For a start \$700.  
 B. Thank you for your information. You'll be hearing from us.  
 A. Thank you very much for meeting with me.

**Exercise 24. Role-play.**

1. Roles: an agent and a client.

A man/woman comes to a job placement agency. He/she wants to be placed in a position as manager at a prosperous company. An agent greets him/her, offers a seat and asks questions which will help him/her to write an advertisement for the client. The agent asks the visitor to fill in an application form and write a resume.

2. Roles: a sales manager, an applicant.

A big company is looking for candidates for a position as assistant manager of its sales department. The sales manager interviews one of the candidates. The interviewer asks him/her questions about his/her age, marital status, background, professional experience, interests, and personal qualities. The candidate answers the questions. The manager informs him/her about his/her new duties. The interviewer promises to inform the candidate about his/her decision in writing.

## UNIT 4

### LEADERSHIP

#### 4.1. Leaders and Managers

**Exercise 1.** Focus on the topical vocabulary.

- to state [steɪt] *v* — заявлять, утверждать  
 influence [ˈɪnfluəns] *n* — влияние; *v* — влиять  
 prominent [ˈprɒmɪnənt] *a* — выдающийся, видный, известный  
 to imply [ɪmˈplaɪ] *v* — подразумевать  
 within the framework of smth [wɪˈðɪn] — в рамках чего-л.  
 goal [ɡəʊl] *n* — цель  
 foundation [faʊnˈdeɪʃən] *n* — основание, основа, база  
 communicate [kəˈmjuːnɪkeɪt] *v* — сообщать, передавать; общаться  
 mutual [ˈmjuːtʃʊəl] *a* — взаимный, обоюдный  
 reward [rɪˈwɔːd] *n* — награда; *v* — награждать  
 power figure [ˈpaʊəˈfɪɡə] — человек, обладающий властью  
 supporter [səˈpɔːtə] *n* — сторонник  
 follower [ˈfɒləʊə] *n* — последователь, сторонник  
 to make a decision [dɪˈsɪʒən] = to take a decision — принимать решение  
 loyalty [ˈlɔɪəlti] *n* — верность  
 performance [pəˈfɔːməns] *n* — выполнение, действие, интенсивность труда  
 respect [rɪsˈpekt] *n* — уважение; *v* — уважать

to admit [əd'mɪt] *v* — признавать  
 to transfer [træns'fɜ:] *v* — переносить, передавать  
 vitality [vaɪ'tælti] *n* — жизнеспособность  
 pride [praɪd] *n* — гордость  
 achievement [ə'ʃi:vmənt] *n* — достижение  
 to inspire [ɪn'spaɪə] *v* — вдохновлять, воодушевлять, стимулировать  
 efficient [ɪ'fɪʃənt] *a* — квалифицированный, умелый  
 acknowledged [ək'nɒlɪdʒd] *a* — признанный  
 charisma [kə'rɪzmə] *n* — харизма, притягательная сила, обаяние  
 belonging [bɪ'lɒŋɪŋ] *n* — связь, общность, сплоченность  
 exchange [ɪks'tʃeɪndʒ] *n* — обмен; *v* — обмениваться  
 to speak out ['spi:k 'aʊt] *v* — высказываться откровенно  
 compassion [kəm'pæʃən] *n* — жалость  
 sense [sens] *n* — чувство; смысл  
 sensitive ['sensɪv] *a* — чувствительный  
 to provide [prə'vaɪd] *v* — обеспечивать, снабжать; давать  
 tough [tʌf] *a* — упорный, жесткий, несговорчивый, трудный  
 firmness ['fɜ:mnis] *n* — твердость

**Exercise 2.** Try to understand the meaning of the derivatives.

State, statement; prominent, prominence; admit, admittance; sense, sensitive; respect, respectable; nation, national, nationwide; profit, profitable; efficient, efficiency; miss, missing; vital, vitality; decide, decisive, decision; practice, practical; lead, leader, non-leader, leadership; skill, skilled, skillful; frame, framework; acknowledge, acknowledged, acknowledgement; pride, proud; perform, performer, performance; improve, improvement; achieve, achievement; reward, rewarder; listen, listener, listening; represent, representative; inspire, inspiration; discover, discovery.

**Exercise 3.** Guess what these international words mean.

A local manufacturer; a multimillion dollar business; to generate ideas; a decade; organizations, organized; a natural leader; an efficient manager; a potential; plans; managerial practice; productive; optimal conditions; a formula for leadership; foundations; to communicate, a communicator, communication; based; loyalty; standards; positive; business activity; actions; charisma.

**Exercise 4.** Read the words having the negative prefixes *in-* and *non-* and say what they mean.

Inactive, inadequate, inappropriate, inattentive, incapable, incommunicative, incompetent, incomplete, inconsiderable, incorrect, ineffective, inefficient, informal.

Non-European, non-ferrous (metals), non-fulfillment, non-leader, non-member, non-metal, non-metallic, non-productive, non-profit, nonsense.

**Exercise 5.** Read the words with the prefix *multi-* ['mʌltɪ] (много-) and guess what they mean.

Multi-coloured; a multimillionaire; multi-million; multi-storey; multipurpose; multimedia; multinational.

**Exercise 6.** Form adverbs from the adjectives using the suffix *-ly* and give their Russian equivalents.

Model: complete — completely  
 полный — полностью

Relative, necessary, efficient, natural, complete, close, separate, distinct, practical, different, serious, perfect, adequate, logical, successful, careful, effective, occasional, broad, ironical, proper.

**Exercise 7.** Find synonyms in List A and B, C and D, E and F.

Model 1: communicative — sociable

A. Efficient, nice, prominent, communicative, loyal, chief, adequate, broad, fine, careful.

B. Pleasant, main, cautious, sociable, excellent, skilled, true, wide, qualified, suitable, famous.

Model 2: to inspire — to encourage — to motivate

C. To be in command, to maintain, to provide, to finish, to build, to connect; to consist of, to make use of, to manage, to inspire, to call, to pull people together, to concern with, to acknowledge, to discover, to make a decision, to transmit.

D. To supply, to complete, to construct, to lead, to unite people, to deal with, to recognize, to find out, to be made up of, to take a decision, to use, to arrive at a decision, to command, to encourage, to give, to create, to name; to come to a decision, to transfer, to keep, to link, to motivate, to transfer smth to smb.

Model 3: art — craft

E. Power, a follower, a goal, a great deal of, manufacture, a store, working conditions, strength, behaviour, application, care, picture, art, charisma.

F. Lots of, production, labour conditions, caution, a painting, charm, craft, an objective, a supporter, a good deal of, a shop, force, authority, conduct, use.

**Exercise 8.** Read the following word combinations and give their Russian equivalents.

To be closely connected; to maintain optimal working conditions; to be happy to work for a company; acknowledged leaders; to find a formula for leadership; good listeners; listening skills; to provide rewards; power figure; to make decisions; to take decisions; to come to a decision; to arrive at a decision; to admit mistakes; to find a leadership formula; to influence people; to encourage supporters; to be proud of something; to support people; to join a group; to inspire people; to communicate a sense of responsibility; to communicate a sense of belonging.

**Exercise 9.** Read these sentences and express the same in Russian.

1. The members of the organization have a strong sense of belonging. 2. Successful leaders have the capacity to lead others, to inspire respect in their followers. 3. Mr. Roberts inspired the employees to work by giving them new ideas and the enthusiasm to carry them out. 4. The man was a prominent economist. 5. In fact, Mr. Creedon is an efficient manager. 6. The manager interviewed the candidates very hard. 7. It took him years to become an acknowledged leader. 8. He established a new style of leadership. 9. The employees stayed loyal to the employer in spite of all difficulties. 10. The manager maintains order and discipline. 11. Mr. Brown is a local manufacturer. He is a natural leader. In the past decade he has turned his company into a multimillion, nationwide business. 12. In his books, the famous psychologist Dale Carnegie advises how to become a good communicator. 13. Elwood N. Chapman is a famous American expert in management. He is the author of the popular book *Put More Leadership into Your Style*. 14. William B. Martin is an acknowledged authority on management. He heads his own consulting firm in Claremont, California. His firm specializes in management training and development. He has also done extensive work in customer service field.

**Exercise 10.** Complete the sentences with the proper forms of the modal verbs *can*, *to be able to*. Consult § 39 (Reference Grammar).

1. \_\_\_ I speak to Mr. Black, please? 2. The Import Manager \_\_\_ speak two foreign languages. 3. A good manager \_\_\_ become a leader. 4. \_\_\_ I have your pen for a moment, please? — Certainly. 5. \_\_\_ you come at 10 p.m.? 6. \_\_\_ I help you? 7. You \_\_\_ stop work earlier. 8. Good managers \_\_\_ socialize with people. 9. Strong leaders \_\_\_ influence people. 10. The manager \_\_\_ convince everyone that he was right.



**Exercise 11.** Work in pairs. Speak about the leader in your / your friend's group. Change roles. Use the model and list of word combinations below.

Model. A: Who is the leader in your group?

B: Smirnov is.

A: What makes him the leader?

B: He knows a lot... He can influence people.

To be clever, to know a lot, to be a top student, to have excellent marks in all subjects, to be sociable, to be friendly, to be ready to help other people, to be popular with girls, to be rich, to have a car, to play the guitar, can lead students, can convince people, can influence people, can speak in public, can understand people and their needs.

**Exercise 12.** Work in pairs. Discuss with your partner what should be done to be respected by people. Use the model and list of word combinations below.

Model. A: What should you do if you want people to respect you?

B: Firstly, you should respect other people, too. Secondly,...

A: You may be right here. But...

To respect other people, to understand people, to be polite, to be friendly, to be intelligent, to be confident, to be strong, to be rich, to get a good education, to be successful, to be popular.

**Exercise 13.** Do the words *management* and *leadership* mean the same? Read the text and find out if you are right.

#### Leaders and Managers

Experts in management state that good managers are not always good leaders. Management and leadership skills are different things, though they are closely connected.

Elwood N. Chapman, a prominent authority on management, describes this difference in his famous book *Put More Leadership into Your Style*. In his opinion, management implies keeping people productive, maintaining optimal working conditions, and making use of all resources. A manager works within the framework of his organization. Leadership is connected with the development of the organization, expanding its activity. According to E.N. Chapman, leadership takes people into a new territory. A leader sets new goals and leads his company to their realization.

Mr. Chapman discovered that effective leadership is based on management skills. It is possible to be an excellent manager without becoming a good leader. But it is impossible to be an excellent leader without becoming a good manager. However, managers can improve their leadership abilities.

Mr. Chapman found a formula for leadership. It consists of five foundations: leader as communicator, leader as mutual rewarder, leader as power figure, leader as decision-maker, and leader as positive force.

Managers' communicative skills make them leaders. When leaders speak, their supporters want to listen to them and are ready to follow them. Leaders are very good listeners too. They understand what their supporters want. It helps them to know where and how to lead.

Followers give rewards to leaders through their support, loyalty and performance. But it is difficult for the leader to reward his followers. Good leadership itself may be a primary reward to supporters.

Efficient leaders have power and use it with care. Power is used to achieve company goals. When leaders use power properly, supporters respect and follow them.

It is important for good leaders to take the right decision at the right time. They involve others in the decision-making process. They are ready to change their

course, admit mistakes and take unpopular but correct decisions.

Leaders must be a positive force for their supporters. It is the most important thing in the leadership formula. They generate and transfer subordinates strength, energy, vitality, pride of their achievements. Effective leaders inspire employees to work.

William B. Martin, a famous expert in management, believes that managers can improve their leadership abilities and skills. In his works, based on E.N. Chapman's formula for leadership, he describes strong leaders' practices that can help inefficient managers and non-leaders to test their skills and understand their strengths and weaknesses.

As a communicator, an acknowledged leader informs his group members about business activity and his actions. He attracts people by the strength of his character, his charisma, his speaking and listening abilities. A leader communicates his supporters a sense of responsibility and belonging in the organization.

As a mutual rewarder, a strong leader encourages his followers to speak out and exchange their ideas. He demonstrates his understanding and compassion for others. He is sensitive to the needs of people. A good leader provides rewards that are important to his followers. That is why his subordinates support him, and other people join his group.

As a power figure, an acknowledged leader makes people feel that they belong to one team. He encourages subordinates to win. His demands are clear, consistent and adequate to the situation. A leader gets tough where necessary. He is respected by subordinates because authority is used with firmness and reason.

As a decision maker, a leader demonstrates the following practices. He always consults with others before taking decisions. A strong leader has experience and uses

logic in making decisions. He communicates decisions with pride and firmness. But a leader is ready to admit his mistakes and take a hard decision.

In practice, effective leaders demonstrate their positive force in stimulating people's activity. They create an active tempo and encourage competition at work. Leaders work hard themselves and transfer a positive attitude to workers during difficult times. Subordinates are happy to work for the company and are proud of their success.

**Exercise 14.** Find in the text the equivalents of these words and word combinations.

Лидерство; управление; мастерство руководителя; тесно связаны; видный специалист в области управления; по его мнению; мастерство управления; человек, умеющий общаться; человек, награждающий других и получающий награду от них; человек, обладающий властью; человек, принимающий решения; позитивная сила; умелые руководители; принимать непопулярные, но правильные решения; чувство ответственности; побуждать сторонников; откровенные высказывания и обмен идеями; сообщает решения; признать ошибки; гордятся своими успехами.

**Exercise 15.** Answer the following questions in pairs.

1. What is the difference between management and leadership?
2. What formula to leadership did Elwood N. Chapman find?
3. How does a leader act as a communicator?
4. What does a leader do as a mutual rewarder?
5. How does a leader act as a power figure?
6. How does a leader take decisions?
7. What does a leader do to be a positive force?
8. How can inefficient managers improve their work?

**Exercise 16.** Test yourself or any leader you know on William B. Martin's Leadership Effectiveness Scale. Say what can be done to improve your / his / her leadership skills.

### Leadership Effectiveness Scale

Rate yourself. If you are serious about improving your leadership abilities, the first step is to identify the areas in which you are performing well so that you can continue to perfect those skills. The next step is to uncover areas in which you are not performing up to your potential—where improvements can be made. The Leadership Effectiveness Scale can help you with both of these steps.

For the optimum benefit rate yourself as a leader first. Then invite business colleagues to respond to the Leadership Effectiveness Scale with you in mind. From your input and theirs, you should be able to understand strengths and weaknesses.

**Instructions.** This rating form describes 30 practices that are commonly demonstrated by acknowledged leaders. Please read each statement carefully. Then decide the extent to which the person being rated demonstrates that practice. Indicate your decision by choosing the appropriate box to the right of each practice (To score the results, see the next page.)

### How did you rate?

To calculate your score on the Leadership Effectiveness Scale give yourself 4 points for every U/A, 3 points for every FO, 2 points for every OC, and point for every R/E. Record the subtotal of each category in the corresponding section below.

#### COMMUNICATOR

Questions 1-6 Subtotal \_\_\_\_\_

#### MUTUAL REWARDER

Questions 7-12 Subtotal \_\_\_\_\_

#### POWER FIGURE

Questions 13-18 Subtotal \_\_\_\_\_

The person being rated	Usually if not Always	Fairly Often	Occa- sionally	Rarely if Ever
1	2	3	4	5
1. Keeps group members informed				
2. Expresses thoughts clearly and forcefully				
3. Speaks well from a platform				
4. Is a good listener				
5. Attracts others to want to hear what he / she has to say				
6. Communicates a sense of «being in charge»				
7. Encourages upward communication from followers				
8. Demonstrates compassion for others				
9. Provides rewards that are important to followers				
10. Is sensitive to the needs of others				
11. Attracts others to want to join his / her group				
12. Has the full backing of all those who work under him / her				
13. Provides enough structure to create a cohesive feeling among his / her subordinates				
14. Establishes an authority line that is clear, consistent, and appropriate for the situation				
15. Strives to win by allowing subordinates to also win				
16. Gets tough when necessary				
17. Is respected by subordinates when authority is used				
18. Uses the power that he/she has with firmness, but also with sensitivity				
19. Consults with others before making important decisions				
20. Has a strong track record for making solid decisions				

1	2	3	4	5
21. Follows a logical pattern in making decisions				
22. Communicates decisions with pride and decisiveness				
23. Is able to admit mistakes when he / she makes them				
24. Faces up to and makes hard decisions				
25. Gets others caught up in his / her positive force				
26. Creates an active tempo that others emulate				
27. Communicates a positive attitude during difficult or tough times				
28. Always puts his/her best foot forward				
29. Articulates an inspiring mission for the group				
30. Generates a feeling of pride and accomplishment in his / her followers				

**DECISION-MAKER**

Questions 19–24 Subtotal \_\_\_\_\_

**POSITIVE FORCE**

Questions 25–30 Subtotal \_\_\_\_\_

**LEADERSHIP EFFECTIVENESS TOTAL** \_\_\_\_\_**SCORING SCALE:**

105–20 Strong leader

90–104 Good leader

75–89 Fair leader

Under 75 Improvement needed

After calculating your score on the Leadership Effectiveness Scale, formulate an action plan for your own improvement. Establish realistic goals. Work on one foundation at a time until you can blend them all together into a comfortable and effective leadership style. You may be

pleasantly surprised to find that you can put more leadership into your style.

**Exercise 17.** Work in pairs. Discuss what qualities effective leaders should have. You may use the model and words from the list below or give your own versions.

Model. A: What qualities should effective leaders have?

B: They should have strong will... And what's your opinion?

Strong will, firmness, toughness, decisiveness, consistency, honesty, sensitivity, openness, communicative skills, leadership abilities.

**Exercise 18.** Look through the list of expressions which will help you to give your opinion or ask other people about their opinions.

I think (that) ...

I thought (that) ...

I believe (that) ...

I feel (that) ...

I consider (that) ... (formal)

In my opinion ... (more formal)

To my mind ... (more formal)

If you ask me ... (colloquial)

What do you think of / about ...?

What do you feel about ...?

What's your opinion of / about...?

That's a matter of opinion.

... but that's another matter ...

**Exercise 19.** Work in pairs. Speak about the leadership skills and managerial techniques of the officials you know. Use the expressions from Exercise 18.

**Exercise 20.** Write about the leader you respect and admire. What makes his / her leadership successful?



## 4.2. Leadership Styles

### Exercise 1. Focus on the topical vocabulary.

leadership style ['li:dəʃɪp 'stɑɪl] — стиль руководства  
 behaviour pattern [bi'hæviə 'pætən] — модель поведения  
 attitude to ['æti:tju:d] *n* — отношение к  
 to accept [ək'sept] *v* — принимать  
 order ['ɔ:də] *n* — приказ, заказ; порядок; *v* — приказывать, заказывать  
 authoritarian [ɔ:θɒrɪ'tæriən] *n* — сторонник авторитарной власти, деспот; *a* авторитарный, властный  
 autocracy [ɔ:'tɒkrəsi] *n* — автократия, автократический стиль управления  
 autocrat ['ɔ:təkræt] *n* — автократ, деспот, диктатор  
 autocratic [ɔ:tə'kræɪk] *a* — автократический, деспотический  
 tyrant ['taɪənt] *n* — тиран, деспот  
 democratic [demə'kræɪk] *a* — демократический  
 trust [trʌst] *n* — вера, доверие; *v* — верить, доверять  
 to rely on [ri'laɪ] *v* — полагаться на  
 to revise one's views [ri'vaɪz... 'vju:z] — пересматривать взгляды  
 to reverse [ri'vɜ:s] *v* — отменять, аннулировать  
 independently [ɪndɪ'pendəntli] *adv* — независимо, самостоятельно  
 objection [əb'dʒekʃən] *n* — возражение  
 unjust [ʌn'dʒʌst] *a* — несправедливый  
 equal ['i:kwəl] *a* — равный; *v* — равняться  
 equality [i:'kwɒləti] *n* — равенство  
 opportunity [ɒpə'tju:nəti] *n* — возможность  
 favourable ['feɪvərəbl] *a* — благоприятный  
 rival ['raɪvəl] *n* — соперник, конкурент; *a* — конкурирующий; *v* — конкурировать  
 assembly line [ə'sembli'laɪn] — сборочная линия, конвейер  
 to refuse [ri'fju:z] *v* — отказываться  
 to obey [ə'beɪ] *v* — слушаться, повиноваться

team [ti:m] *n* — команда  
 manufacturing supervision [mænju'fæktʃənɪ, sju:pə'vɪzən] — производственный контроль

### Exercise 2. Try to understand the meaning of the derivatives.

Behave, behaviour; accept, accepted, acceptance; style, stylish, stylist; act, action; operate, operation, operator; character, characterize, characteristic; experience, experienced; autocracy, autocrat, autocratic; democracy, democrat, democratic; author, authority, authoritarian; believe, believer; confident, self-confident, confidence, self-confidence; revise, revision; change, changeable; delegate, delegation; rely, reliance, reliable; hate, hatred; equal, equally, equality.

### Exercise 3. Guess what these international words mean.

A leadership style, to manage businesses and organizations, to operate a company, to be characterized by actions, a manner of leadership, traditionally, the autocratic style, the democratic style, absolute authority, to consult with experts, to be interested in ideas, talented leaders, to stimulate creativity, creative atmosphere, to design a model, the leading position on the market, manufacturing supervision, administrative control, subordinates, an assembly line, a conveyer, a behaviour pattern.

### Exercise 4. Form new words by adding the negative prefix *dis-* and give their Russian equivalents.

Model: to agree — to disagree — соглашаться — не соглашаться

To obey, to agree, to satisfy, to disappear, to like, to trust, to integrate, obedience, advantage, agreement, satisfaction, appearance, order, pleased.

### Exercise 5. Read the words formed by conversion and say what they mean. Determine what parts of speech they are.

Model: work — work ethic — to work — работа — трудовая этика — работать

A rival, a rival firm, to rival; work, work ethic, to work; labour, labour market, to labour; profit, profit distribution, a non-profit organization, to profit; manufacture, to manufacture; control, to control; style, to style; change, to change; an order, to order; equal rights, to equal.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

The autocratic style of leadership, the democratic style of leadership; an autocratic leader, a democratic leader; to run a company; to have different characters; to give orders; to make unpopular decisions; to express ideas and opinions; to encourage subordinates; to value friends; to understand employees; to create a favourable atmosphere; to be rivals; to start making cars; to design cars, clothes.

**Exercise 7.** Read these sentences and express the same in Russian.

1. Henry Ford, a famous American businessman and innovator, was a classic tyrant. 2. The girl has authoritarian parents. 3. You can see the words «In God We Trust» on American coins and bills. This motto was adopted by US Congress in 1956. 4. Autocratic leaders seldom revise their views and reverse their orders. 5. Mr. Smith was invited to a corporate party, and he accepted the invitation. 6. The girl is so impolite! What she needs is a guide to correct behaviour. 7. The manager could rely on his team members. 8. He missed an opportunity to go to university. 9. Managers must create favourable working conditions. 10. Mr. Shannon worked for a rival company. 11. Mr. Thompson was rated by his business colleagues as one of the best leaders. 12. Mr. Eastwood has experience in successful trading. 13. Leaders need to have a great deal of tact and

diplomacy. 14. Strong leaders are respected by subordinates. 15. Experts think that now management is more democratic in style.

**Exercise 8.** Read the sentences with the construction *used to + Infinitive* and say the same in Russian. Consult the model and Note from § 7 (Reference Grammar).

Model: Ford used to say, «Any color you choose so long as it's black». Форд обычно говорил: «Вы можете выбрать любой цвет, при условии, что он будет черным».

1. He used to work at night when all the family were asleep. 2. The businessman used to go on business every month. 3. Mr. Brown used to play golf at the weekend, but now he doesn't do it. 4. The family used to economize, but now they can afford to go to the seaside every summer. 5. Old authoritarian leaders didn't use to consult with their subordinates, but new democratic managers always discuss business problems with their team. 6. Did you use to read much in your childhood? 7. The man used to travel a lot when he was young. 8. Children used to do better at school, modern boys and girls don't want to study.

**Exercise 9.** Work in pairs. Speak about things that (do not) happen in the present and regularly happened in the past. Use the model and list of word combinations below.

Model. A: Where do you work?

B: Now I work in a bank but I used to work in a shop.

To read a lot / very little; (not) to be busy now / some time ago; to work in a bank / in a shop; (not) to go on business now / before; (not) to study hard now / before; to live alone / with parents; (not) to smoke now / two years ago; (not) to go to the cinema; (not) to get up early now / earlier; (not) to go out very much now / some years ago.

**Exercise 10.** Would you like to work under a tough boss or a mild one? Read the text and say which is better for business.

### Leadership Styles

A style of leadership is the way people manage business and other organizations. It is characterized both by the actions aimed at operating a company and by a leader's behaviour at work, his or her attitude to employees and peers. All leaders and managers are different people, they have different characters, background, experience. But all of them follow these or those ideas of managing businesses or organizations, this or that manner of leadership accepted in a society.

Traditionally, experts distinguish two styles of leadership: autocratic and democratic.

The autocratic style is based on the absolute authority of the person who heads a company. It is a style of management in which the leader makes decisions and gives orders without consulting with other people.

Autocratic leaders are not interested in other people's ideas and opinions. They don't believe in their subordinates' creative abilities and professional skills. Autocrats don't trust anyone, they only rely on themselves. That's why they never ask other people's advice and take decisions independently. Autocratic leaders are usually self-confident and tough. They don't like to admit their mistakes, revise their views or reverse their decisions. Autocrats hate objections. They are often unjust to their subordinates. People don't like to work under such leaders.

The democratic style is based on the principles of equality and equal opportunities for all. It is a style of management in which all the staff are involved in making decisions.

Democratic leaders encourage people to express their ideas and opinions. They develop and stimulate their

subordinates' creative abilities and skills. Talented and experienced workers help the chief to take important decisions. Democratic leaders consult with their team and value people's opinions. They reward their supporters. Democratic leaders are ready to admit their mistakes and take a new, correct decision. They are friendly. They understand employees and are ready to help them. Democratic leaders create a favourable atmosphere at work. People like to work under such leaders.

In textbooks on management, experts oppose Henry Ford to Alfred P. Sloane Jr. Both were great leaders in automobile industry. They were rivals, and their leadership styles were different.

Henry Ford (1863–1947) was a legendary American businessman and engineer. He started making cars in 1896 and founded the Ford Motor Company in 1903. He developed the idea of the assembly line, and the company produced a lot of cars. Ford designed the famous model T Ford, which made him one of the richest and most famous people in the USA. It was the first popular, cheap car, and many people bought it. All the cars were black and he refused to change the colour. Ford used to say, «Any colour you choose so long as it's black». The company workers made 5 dollars a week — it was high pay at that time.

Henry Ford was a classic autocrat. He maintained strict discipline. He gave orders, and his workers obeyed. Ford fired his employees if they disagreed with him. For many years the company continued to produce the same black car, as Ford didn't want to change anything. That's why finally, the company lost its leading position on the US market.

Alfred P. Sloane Jr. was President of General Motors. He was a democratic leader. First the company was not successful. But Sloane introduced a new system of management, and business became profitable. The President created a strong management team and delegated responsibilities to

the team members. His supporters were involved in making decisions. He worked out an effective system of manufacturing supervision and work control. General Motors won its competition with the Ford Motor Company.

Old leaders were mostly authoritarian. Autocratic leadership worked during difficult periods of war and economic depression. At present management has become more democratic.

**Exercise 11.** Find in the text the equivalents of these words and word combinations.

Отношение к служащим и коллегам; образование, стаж работы; абсолютная власть; пересматривать взгляды и отменять решения; равные возможности для всех; талантливые и опытные работники; создают благоприятную атмосферу на работе; поддерживал строгую дисциплину; увольнял служащих; привлекались к принятию решений; главным образом.

**Exercise 12.** Answer the following questions in pairs.

1. What is a style of leadership?
2. What is the traditional classification of leadership styles?
3. What is the autocratic style of leadership?
4. What pattern of behaviour do autocratic leaders demonstrate?
5. What is the democratic style of leadership?
6. What pattern of behaviour do democratic leaders demonstrate?
7. What was Henry Ford famous for?
8. What kind of leader was he?
9. What was Alfred P. Sloane known for?
10. What kind of leader was he?

**Exercise 13.** Draw tables like the ones below. Write down advantages and disadvantages of the autocratic

and democratic styles of leadership. Discuss with your groupmates which style is better.

#### Autocratic Style

Advantages	Disadvantages
Workers are disciplined.	Workers are not creative, they only obey orders.
...	...

#### Democratic Style

Advantages	Disadvantages
Workers are usually more creative and inventive.	Sometimes workers are not disciplined.
...	...

**Exercise 14.** Do you believe Henry Ford was a genius? Read the article to get more information about the great innovator.

#### Henry Ford

Henry Ford (1863–1947) was the American industrialist who revolutionized factory production with his assembly-line methods.

Ford spent most of his life making headlines, good, bad, but never indifferent. Celebrated as both a technological genius and a folk hero, Ford was the creative force behind an industry of unprecedented size and wealth that in only a few decades permanently changed the economic and social character of the United States. When young Ford left his father's farm in 1879 for Detroit, only two out of eight Americans lived in cities; when he died at age 83, the proportion was five out of eight. Once Ford realized the tremendous part he and his Model T automobile had played in bringing about this change, he wanted nothing more than to reverse it, or at least to recapture the rural values of his boyhood. Henry Ford, then, is an apt symbol of the transition from an agricultural to an industrial America. [...]



«I will build a motor car for the great multitude», Ford proclaimed in announcing the birth of the Model T in October 1908. In the 19 years of the Model T's existence, he sold 15,500,000 of the cars in the United States, almost 1,000,000 more in Canada, and 250,000 in Great Britain, a production total amounting to half the auto output of the world. The motor age arrived owing mostly to Ford's vision of the car as the ordinary man's utility rather than as the rich man's luxury. Once only the rich had travelled freely around the country; now millions could go wherever they pleased. The Model T was the chief instrument of one of the greatest and most rapid changes in the lives of the common people in history, and it effected this change in less than two decades. Farmers were no longer isolated on remote farms. The horse disappeared so rapidly that the transfer of acreage from hay to other crops caused an agricultural revolution. The automobile became the main prop of the American economy and a stimulant to urbanization — cities spread outward, creating suburbs and housing developments — and to the building of the finest highway system in the world.

The remarkable birth rate of Model T's was made possible by the most advanced production technology yet conceived. After much experimentation by Ford and his engineers, the system that had evolved by 1913-14 in Ford's new plant in Highland Park, Michigan, was able to deliver parts, subassemblies, and assemblies (themselves built on subsidiary assembly lines) with precise timing to a constantly moving main assembly line, where a complete chassis was turned out every 93 minutes, an enormous improvement over the 728 minutes formerly required. The minute subdivision of labour and the coordination of a multitude of operations produced huge gains in productivity.

In 1914 the Ford Motor Company announced that it would henceforth pay eligible workers a minimum wage of

\$5 a day (compared to an average of \$2.34 for the industry) and would reduce the work day from nine hours to eight, thereby converting the factory to a three-shift day. Overnight Ford became a worldwide celebrity. People either praised him as a great humanitarian or excoriated him as a mad socialist. Ford said humanitarianism had nothing to do with it. Previously profit had been based on paying wages as low as workers would take and pricing cars as high as the traffic would bear. Ford, on the other hand, stressed low pricing (the Model T cost \$950 in 1908 and \$290 in 1927) in order to capture the widest possible market and then met the price by volume and efficiency. Ford's success in making the automobile a basic necessity turned out to be but a prelude to a more widespread revolution. The development of mass-production techniques, which enabled the company eventually to turn out a Model T every 24 seconds; the frequent reductions in the price of the car made possible by economies of scale; and the payment of a living wage that raised workers above subsistence and made them potential customers for, among other things, automobiles — these innovations changed the very structure of society. [...]

The unprecedented scale of that success, together with Ford's personal success in gaining absolute control of the firm and driving out subordinates with contrary opinions, set the stage for decline. Trusting in what he believed was an unerring instinct for the market, Ford refused to follow other automobile manufacturers in offering such innovative features as conventional gearshifts (he held out for his own planetary gear transmission), hydraulic brakes (rather than mechanical ones), six- and eight-cylinder engines (the Model T had a four), and choice of colour (from 1914 every Model T was painted black). When he was finally convinced that the marketplace had changed and was demanding more than a purely utilitarian vehicle, he shut down his plants for five months to retool. In December

1927 he introduced the Model A. The new model enjoyed solid but not spectacular success. Ford's stubbornness had cost him his leadership position in the industry; the Model A was outsold by General Motors' Chevrolet and Chrysler's Plymouth and was discontinued in 1931. Despite the introduction of the Ford V-8 in 1932, by 1936 Ford Motor Company was third in sales in the industry.

A similar pattern of authoritarian control and stubbornness marked Ford's attitude toward his workers. The \$5 day that brought him so much attention in 1914 carried with it, for workers, the price of often overbearing paternalism. It was, moreover, no guarantee for the future; in 1929 Ford instituted a \$7 day, but in 1932, as part of the fiscal stringency imposed by falling sales and the Great Depression, that was cut to \$4, below prevailing industry wages. Ford freely employed company police, labour spies, and violence in a protracted effort to prevent unionization and continued to do so even after General Motors and Chrysler had come to terms with the United Automobile Workers. When the UAW finally succeeded in organizing Ford workers in 1941, he considered shutting down before he was persuaded to sign a union contract. [...]

Henry Ford was a complex personality. [...] He was a man who baffled even those who had the opportunity to observe him close at hand, all except James Couzens, Ford's business manager from the founding of the company until his resignation in 1915, who always said, «You cannot analyze genius and Ford is a genius».

**Exercise 15.** Answer the following questions in pairs.

1. Why was Henry Ford celebrated as both a technological genius and a folk hero?
2. What did his figure symbolize?
3. What was Ford's vision of the car?
4. Why did the Ford Motor Company succeed in building a motor car for the great multitude?

5. Was Ford a great humanitarian?
6. What factors brought about the decline of the company?

**Exercise 16.** Draw a table like the one below. Read the text again and write out the characteristic features of Henry Ford's Leadership style.

Positive characteristics	Negative characteristics
A revolutionary approach to production organization.	Underestimation of the market changes.
...	...

**Exercise 17.** Speak about Henry Ford as a leader using your table.

**Exercise 18.** After you read the text about Henry Ford, think about how difficult it was for you. Think about: unknown words, grammar structures, style, and the reading task. Develop your strategy to improve your skills.

**Exercise 19.** Work in pairs. Discuss if your friends can be efficient leaders. Use the model and list of words below.

Model. A: What is Peter like? Can he lead people?

B: He has a strong character. He is bossy. He will be a tough leader, I think. What about Ann?

Strong, tough, bossy, self-confident, friendly, kind, mild, hard-working, lazy, clever, stupid, a natural leader, creative, capable, communicative, sociable, honest.

**Exercise 20.** Speak about the leadership style of the officials you know. Change roles. Use the model and list of words below.

Model. A: What can you say of your friend's boss?

B: I think he is intelligent and tactful. His leadership style is democratic.

An efficient leader, a poor leader, a tyrant, intelligent, tactful, an educated person, demanding, just, polite, impolite, authoritarian, democratic.

**Exercise 21.** Write about the accepted leadership style in an organization you know.

### 4.3. Inefficient Leaders

**Exercise 1.** Focus on the topical vocabulary.

- to destroy [dis'trɔɪ] *v* — разрушать, разбивать; ломать, портить  
 destroyer [dis'trɔɪə] *n* — разрушитель  
 inbetween [ɪnbɪ'twi:n] *n* — посредник; промежуток; промежуточное звено между одним и вторым  
 fault [fɔ:lt] *n* — недостаток, дефект  
 to find fault with smb — придира́ться к кому-л.  
 fault-finder ['fɔ:lt faɪndə] *n* — приди́рчивый человек, приди́ра  
 to evaluate [ɪ'vælju:et] *v* — оценивать  
 evaluation [ɪ'vælju'eɪʃən] *n* — оценка  
 schedule ['ʃedju:l], *амер.* ['skedju:l] *n* — расписание, таблица, график  
 minutiae [maɪ'nju:ʃi:] *n* — *pl* — *лат.* мелочи  
 stubborn ['stʌbən] *a* — упрямый  
 faith [feɪθ] *n* — вера, доверие  
 to consider [kən'sɪdə] *v* — рассматривать, обсуждать; полагать, считать  
 to convince [kən'vɪns] *v* — убедить, уверить; заставить осознать (ошибку)  
 to arise (arose, arisen) [ə'raɪz, ə'raʊz, ə'raɪzn] *v* — возникать, появляться  
 to call a meeting ['kɔ:l...ˈmi:tɪŋ] — созывать совещание  
 outline ['aʊtlɪn] *n* — набросок, эскиз, очерк; *v* — обрисовывать, наметить в общих чертах

- to suggest a solution [sə'dʒest...sə'lu:ʃən] — предложить решение  
 to implement ideas ['ɪmplɪment aɪ'di:z] — осуществлять идеи  
 bully ['bulɪ] *n* — громила, задира  
 emotionally instable [ɪ'məʊʃənli ɪn'steɪbl] — эмоционально неустойчивый  
 rough [rʌf] *a* — грубый  
 to move out of smb's path ['mu:v 'aʊt...ˈpɑ:θ] = to get out of smb's way — уйти с дороги  
 a caged lion ['laɪən] — лев, посаженный в клетку  
 to threaten to fire people ['θreɪn] — угрожать людям увольнением  
 smoothy ['smu:ði] *a* (*пренебр.*) — галантный кавалер, ловкач, льстец  
 statesman ['steɪtsmən] *n* — государственный деятель, политический деятель  
 appearance [ə'piərəns] *n* — внешность  
 trendy ['trendɪ] *a* — модный  
 integrity [ɪn'tegriti] *a* — полнота, целостность; честность, прямота  
 high-ranking ['haɪ ˌræŋkɪŋ] *a* — высокопоставленный

**Exercise 2.** Try to understand the meaning of the derivatives.

Between, in-between; destroy, destroyer, destruction; value, evaluate, evaluation; explain, explanation; spell, spelling; purpose, purposely; obvious, obviously; err, error; sign, signature; capable, capability; repeat, repetition; consider, consideration, considerable; solve, solving, problem-solving, solution; emotion, emotional, emotionally; threat, threaten, threatening; rank, high-ranking; assist, assistant; fortune, fortunate, fortunately, unfortunately.

**Exercise 3.** Guess what these international words mean.

Business career; total; a sociologist, sociology, sociological, a pseudosociological method; leaders; a method;

classes; normal; multinational organizations; central controls; documents; standards; to correct; a date; details; experts; to collect information; to start the company; a brilliant engineer; a master of management; a management course; ideas; a problem; a meeting; emotionally instable; a tornado; the basic method; subordinates; complete; an assistant to a corporate officer; groups; characteristics.

**Exercise 4.** Read the words with the prefix *pseudo-* [*'sju:daʊ*] (ложно-, псевдо-) and say what they mean.

Model: pseudo-scientific — псевдонаучный

Pseudo-religion; pseudo-science, pseudo-scientific, pseudo-scientist; pseudosociological; pseudo-classic(al); pseudonym [*'sju:dənim*].

**Exercise 5.** Find synonyms in List A and B, C and D.

Model 1: to fire — to sack — to discharge — to dismiss

A. To consider, to go up; to start a company, to be rough, to fire, to move out of somebody's path, to implement ideas, to be stubborn, to find, to shout, to be a master in dealing with people, to treat people.

B. To be obstinate, to get along with people, to discover, to put ideas into practice, to be rude, to cry, to set up a company, to realize ideas, to handle people, to think, to build a company, to rise, to increase; to found a company, to dismiss, to sack, to get out of somebody's way, to discharge.

Model 2: satisfaction — content

C. Equipment, an entrepreneur, a bully, a team, a master, satisfaction, a subordinate, the boss, appearance, staff, lack, an officer, high-ranking people, an assistant.

D. Content, a group of like-minded people, machinery, a skilled worker, a qualified worker, an inferior, looks, high-level people, personnel, an official, a businessman, a hooligan, the head, a helper, a superior, deficiency.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

Difficult bosses; to find fault with people, a fault-finder, fault-finding; a multiplant organization; a nervous man; time standards; job evaluations; schedule changes; to seem never satisfied; to develop a theory; to make errors; to find errors; a spelling error; a date error; an obvious error; to correct errors; to leave out a bit of information; as soon as; to sign documents; to sign papers; a capable and experienced executive; to make a decision; to buy a particular piece of equipment, to call for further information; minutiae; to collect additional information; the price of the equipment, the price for the equipment; to go up; a brilliant scientist, to have little faith in people; no matter how, no matter what, no matter where; to read a book on management; to take a management course; to give an idea, to have an idea, to implement an idea; to convince somebody of something, to convince somebody that; to outline a problem, to solve a problem; to call a meeting, to suggest a solution; a bully; be rough; to go through a plant; with the force of a tornado; to walk back and forth like a caged lion; to threaten to fire people; to be on a team; to deal with people; to tailor a suit; to wear beautifully tailored suits; trendy ties; to polish shoes, highly polished shoes; a complete lack of integrity; high-level supporters; poor bosses.

**Exercise 7.**

I. Read the sentences with the construction *would + Infinitive* and express the same in Russian. Consult the model and Note from § 7 (Reference Grammar).

Model: They would often fall out. Они, бывало, часто ссорились.

1. The manager would often find fault with his subordinates. 2. He would shout at his employees. 3. Some



decades ago many managers would use autocratic methods of leadership. 4. Mrs. Brown would speak to customers politely. 5. The director would call a meeting on Monday morning. 6. The secretary would have much work to do. 7. His colleagues would not support him. 8. Ben would criticize his boss for his authoritarian attitude. 9. Jane would come to work in time. 10. Mr. Jennings would take important decisions after asking his assistants' advice. 11. The director would consult with experts about important problems. 12. The manager would telephone customers to make sure that they were satisfied.

II. Express the following in English. Use the construction *would + Infinitive* or *used to + Infinitive*.

1. Он когда-то часто ездил в командировки (to go on business), а теперь не ездит. 2. Анна когда-то носила красивую и модную одежду. 3. Том, бывало, часто обедал в этом ресторане. 4. Начальник обычно требовал дополнительной информации. 5. Мы обычно много работали. 6. Джон обычно оставлял для нас сообщение. 7. Он, обычно, всегда объяснял нам задание. 8. Когда-то мы приглашали много гостей. 9. Директор, бывало, принимал много посетителей каждый день. 10. Мы когда-то часто писали друг другу, а сейчас нет.

**Exercise 8.** Choose the correct form of the verb in brackets. Consult §§ 21, 25 (Reference Grammar).

1. Mr. Murphy said that he \_\_\_\_ (had Xeroxed / had been Xeroxed) the documents. 2. Mark \_\_\_\_ (had been sent / had sent) a message to the wrong e-mail address. He had to correct his mistake. 3. The director asked the secretary if the fax \_\_\_\_ (had received / had been received). 4. By that time they \_\_\_\_ (had confirmed / had been confirmed) their order for the equipment. 5. By the time the delegation arrived, the secretary \_\_\_\_ (had reserved / had been reserved) rooms in the hotel for them. 6. Richard \_\_\_\_ (worked / had worked) in the factory for ten years before

he began working in a bank. 7. When the manager was sent the catalogues, he \_\_\_\_ (had been given / had given) all the necessary information about the rival company. 8. I wanted to see George, but it was late. He \_\_\_\_ (had gone / went) home already. 9. When I received your invitation, I \_\_\_\_ (had invited / had been invited) to Helen's party. 10. I bought a cellular phone. I \_\_\_\_ (had never had / never had) one before.

**Exercise 9.** Put the verbs in brackets into the correct forms. Consult § 34 (Reference Grammar).

1. It was 6.10 p.m. Most of the employees \_\_\_\_ /to leave/. 2. Mr. Stock \_\_\_\_ /to retire/ in 1990. Do you know where he \_\_\_\_ /to live/ now? 3. Jane \_\_\_\_ /to be late/ for work yesterday. She \_\_\_\_ /to be nervous/. She never \_\_\_\_ /to be late/ before. 4. I knew that he never \_\_\_\_ /to take/ a management course. 5. He asked me if I \_\_\_\_ /to use/ a notebook computer before. 6. I \_\_\_\_ /to speak/ on the telephone when the doorbell \_\_\_\_ /to ring/. 7. I'm not hungry. I \_\_\_\_ /to have/ dinner. 8. The secretary told me that the director \_\_\_\_ /to be/ out. She \_\_\_\_ /to ask/ if I \_\_\_\_ /to give/ a message. 9. Bill Gates \_\_\_\_ /to be/ the wealthiest people in the USA. 10. I \_\_\_\_ /to give/ a lift. 11. How much rent \_\_\_\_ you usually /pay/? 12. He \_\_\_\_ /not to like/ by his subordinates.

**Exercise 10.** Read the following sentences with the construction *it / smth / takes (smb) time / etc. to do smth* and express the same in Russian.

Model: Management takes time, passion and skill. Управление требует времени, энтузиазма и умения.

1. How long did it take you to translate this article? — Two days. 2. How long does it take by plane from Moscow to Rostov? — It takes an hour. 3. It took the experts two weeks to study the documents. 4. How long does it take by train from Rostov to Shakhty? — It takes two hours and a

half by train from Rostov to Shakhty. 5. Did it take him long to find a job in London? — It took him a month. 6. It doesn't take long to make tea. 7. It took them a year to collect additional data. 8. How long will it take you to repair the car? — Two or three days. 9. The voyage took a lot of money. 10. The furniture will take much room.

**Exercise 11.** Work in pairs. Ask your partner how long it usually takes him/her to do different things. Change roles. Use the model and list of word combinations below.

Model. A: How long does it take you to get to the institute?

B: It usually takes me half an hour by bus.

To do your homework, to prepare for exams, to write a term paper, to clean the flat, to cook breakfast, to dress for a party, to do shopping.

**Exercise 12.** What are bad leaders like? Read the text and compare your opinion with the characteristics given by a famous expert in management.

### Inefficient Leaders

It is difficult to become a good manager and an efficient leader. First of all, people must be professionals in their industry and know their business. Good leaders are ready to take responsibility and make their companies more successful. It is also important to get a good management education, because it is not easy to handle people. Leaders should understand, respect and value employees, as subordinates help bosses to make profits. Effective management depends very much on people's personal qualities, on their readiness to overcome bad traits of their characters.

Unfortunately, there are many inefficient leaders, and as a rule, not all of them want to admit and correct their mistakes.

Harvey Gittler, a well-known expert in management, describes poor leaders in his article *Bosses I Have Known (and Would Like to Forget)*.

In his business career, he had a total of 23 different bosses. There is much he learned from them; and there are a few experiences he would like to forget.

H. Gittler uses a pseudosociological method and divides bosses into: leaders, destroyers, and inbetweens, or even simpler — normal people and difficult people. In his article he tells about a few of the difficult bosses.

### Fred Faultfinder

Fred was the manager of a small plant. The plant was part of a multiplant organization with strong central controls.

Fred was a nervous man, always wondering what «corporate» was thinking of him. And what worried Fred the most were the documents he had to sign. They really weren't important documents — time standards, job evaluations, schedule changes, and the like.

He would call for explanation after explanation. His subordinates spent more time in explaining what they had done than in doing the work. But Fred seemed never satisfied until he found some error, no matter how small. Perhaps it was just a spelling error or a date error. After the error was corrected, Fred signed the document. The employees developed «The Theory of the Obvious Error». They purposely left out an obvious and important bit of information. As soon as Fred found the error and they corrected it, he signed the paper.

### Max Minutiae

Max was a capable and experienced executive — except that, he always needed more information before he could make a decision. «We don't have all the details», he would repeat over and over again.

Once the company wanted to buy a particular piece of equipment. The experts thought that the equipment was

good, but Max called for further information. It took his employees three months — three long months — to collect all the additional information. But the price of the equipment had gone up 10%!

#### Sam Stubborn

«Do-It-My-Way Sam» was the entrepreneur who had started the company. He was a brilliant scientist and engineer. But he had little faith in people he had hired. No matter what his employees did, no matter how experienced they were, Sam Stubborn always knew better.

He also considered himself a master of management. But he had never read a book on management — nor had he ever taken a management course.

If the employees wanted to implement their own ideas, they had to convince him that it was *his* idea.

Usually when a problem arose, Sam would call a meeting, outline the problem and then suggest the solution. The employees would go to implement Sam's ideas. But very often those ideas never solved the problem.

#### Bill Bully

Today Bill would be called «Rambo». He was emotionally instable and rough. When he went through the plant, it was with the force of a tornado. His subordinates all moved out of his path.

Whenever he found something wrong in the factory, he would call the employees to the site. Then, walking back and forth like a caged lion, he would shout: «Someone is going to be fired for this!» Threatening to fire people was his basic method of problem-solving.

Bill had no team. Who would want to be on *his* team?

#### Stanley Smoothy

Stanley was called the Statesman. He was a master in dealing with his superiors, but he couldn't deal with his peers and subordinates.

Stanley was all appearance. He wore beautifully tailored suits, trendy ties and highly polished shoes.

Among his staff, Stanley was known for a complete lack of integrity. What he told one subordinate was different from what he told someone else.

Stanley hardly knew anything, but he had high-level supporters. In time, he became an «assistant to» a high-ranking corporate officer.

Harvey Gittler says that, in his career, there were more good bosses than poor bosses. But his article can help inefficient leaders to understand their mistakes and improve their managerial skills.

**Exercise 13.** Find in the text the equivalents of these words and word combinations.

Неумелые руководители; уважать и ценить работников; личные качества; график перехода времени; оценка сложности работы; изменения графика; и тому подобное; требовать объяснений; ошибка в правописании; подписывал документ; способный и опытный руководитель; обычно собирал совещание; подчиненные; основной метод решения проблем; высокопоставленный служащий корпорации; усовершенствовать навыки управления.

**Exercise 14.** Answer the following questions in pairs.

1. What classification of bosses does Harvey Gittler give?
2. What were Fred's characteristic features? What was his nickname? What worried Fred the most? What did he make his subordinates do? What did he look for in all the papers? What theory did his subordinates develop?
3. What were Max's characteristic features? What was his nickname? What was Max's fixed idea? Did his work contribute to the company's profits?
4. What were Sam's characteristic features? What was his nickname? Was he a brilliant scientist and engineer? Did Sam have faith in people he had hired? Did he ever take a management course? Did he encourage creativity in subordinates? Were his ideas always productive?

5. What were Bill's characteristic features? What was his nickname? What was his favourite phrase? What was his basic method of problem-solving? Did he have a team?

6. What were Stanley's characteristic features? What were his nicknames? Could he deal with his superiors? Could he deal with his peers and subordinates? Did he work well? What was important for him? Was he frank with his subordinates? Was Stanley's career successful?

**Exercise 15.** Look through the list of expressions and phrases which will help you to agree or disagree with people.

#### I. Agreement

I (quite) agree (with you).

I think so too.

You're quite right.

Certainly.

Exactly. (formal)

Quite so. (formal)

I agree with you in a way, but ...

I see what you mean, but ...

Most likely.

#### II. Disagreement

I don't (quite) agree with you.

I disagree with you (there).

I'm afraid you're mistaken.

On the contrary! (formal)

Not at all. (direct)

Nothing of the kind. (abrupt)

I wouldn't say that.

Most unlikely.

I doubt it.

I'm not sure of it.

Nonsense. (rude)

Rubbish. (rude)

**Exercise 16.** Express your agreement or disagreement. Prove your point of view.

1. People deserve their leaders.
2. The autocratic style of leadership is more effective in Russia.
3. A manager shouldn't trust his subordinates.
4. The interests of superiors and the interests of inferiors are always different.
5. The boss is always right.
6. Democratic management stimulates creatively and performance of employees.
7. When the chief follows the democratic style of leadership, the discipline is not very strict.
8. Kind teachers are better than strict ones.
9. There are more good managers than bad ones.

**Exercise 17.** Write about a poor leader you know. What should he / she do to improve his / her managerial skills?

#### Exercise 18. Role-play.

1. Roles: a difficult boss and an unemployed man / woman.

An unemployed man / woman is trying to get a job as a shop assistant. The manager asks him / her questions about his / her age, marital status, background, experience, latest position. He finds fault with each answer and refuses the applicant.

2. Roles: a difficult boss and a subordinate.

A subordinate was told to prepare schedule changes. He / she has carried out the order and comes to his boss. The boss isn't satisfied. He calls for explanation for each change. He tells the subordinate to describe the situation in detail. The employee says that the problem has already been discussed at the meeting. The boss insists that the explanation must be submitted in writing.



## 3. Roles: a difficult boss and a subordinate.

A subordinate comes to his boss and submits the recommendation of the group of experts to buy a piece of equipment. The experts have visited vendors and plants to see the equipment in operation. They have studied all the alternatives and analysed all the factors involved. But the boss is discontent. He sends the subordinate to collect all the additional information and prepare a more complete justification for buying the equipment. The boss wants the papers to be submitted to him in two weeks.

## 4. Roles: a difficult boss and a subordinate.

A group of experts has come to the conclusion that advertising the company's new deodorants is not effective. The goods are not selling. The group leader suggests that they should expand their activities in smaller towns and Asian countries. The boss doesn't share this opinion. He is going to suggest his own idea at the next meeting. He is sure that the implementation of his idea will be the only solution of the problem.

## 5. Roles: a difficult boss and some subordinates.

In a factory one of the machine-tools has broken down. The boss calls the workers to the site. He blames them for spoiling the machine-tool. He threatens to fire them or cut their wages.

## UNIT 5 MANAGING EMPLOYEES

### 5.1. Creation of Working Environment

#### Exercise 1. Focus on the topical vocabulary.

- working environment ['wɜːkɪŋ ɪn'vaɪrənmənt] — рабочая среда, производственные условия  
 to direct [di'rekt] *v* — управлять, руководить  
 direction [di'rekʃən] *n* — управление, руководство  
 to interfere with smb / smth [ɪn'tə'fɪə] — мешать кому-л. / чему-л.  
 incentive [ɪn'sentɪv] *n* — стимул, побуждение  
 matter ['mætə] *n* — вопрос; *v* — иметь значение  
 praise [preɪz] *n* — похвала; *v* — хвалить  
 tolerance [tə'lərəns] *n* — терпимость (к чему-л.)  
 belief [br'i:lf] *n* — вера, убеждение, верование, религия  
 to prevent [prɪ'vent] *v* — предотвращать  
 to resolve a conflict [rɪ'zɒlv ə 'kɒnflikt] — разрешать конфликт  
 to profit by ['prɒfɪt] *v* — получать прибыль  
 for the benefit of ['benɪfɪt] — на благо  
 brainstorm ['breɪnstɔːm] *n* — «мозговая атака», коллективное обсуждение проблем; *v* — проводить коллективное обсуждение  
 to take into consideration ['teɪk...kən, sɪdə'reɪʃən] — принимать во внимание

diligence [ˈdɪlɪdʒəns] *n* — усердие, трудолюбие  
 work capacity [ˈwɜ:k kəˈpæsɪti] — работоспособность  
 to exclude [ɪksˈklu:d] *v* — исключать  
 sexual harassment [ˈseksʃuəl ˈhærəsmənt] — сексуальное домогательство  
 hot-tempered [hɒt ˈtempəd] *a* — вспыльчивый, горячий  
 reserved [rɪˈzɜ:vəd] *a* — сдержанный, необщительный  
 to handle [ˈhændl] *v* — обращаться, обходиться  
 handling [ˈhændlɪŋ] *n* — обхождение, обращение  
 hard-working [ˌhɑ:d ˈwɜ:kɪŋ] *a* — усердный, трудолюбивый  
 valuable [ˈvæljuəbl] *a* — ценный  
 hesitation [ˌhezɪˈteɪʃən] *n* — колебание

**Exercise 2.** Try to understand the meaning of the derivatives.

Believe, belief; solve, resolve; south, southern; stimulate, stimulator, stimulation; interfere, interference; develop, developer, developing, developed, development; decide, decision, decisive; polite, politeness; create, creation, creative, creativity; recognize, recognized, recognition; tolerant, tolerance; profit, profitable; brain, brainstorm; value, valuable; hesitate, hesitation; determine, determination; suggest, suggestion; laze, lazy, laziness.

**Exercise 3.** Guess what these international words mean.

Business ideas; modern managers; the leader's direction and control; to stimulate productivity; the democratic style of leadership, democratic leaders; the interests of the company; enthusiastic managers, enthusiasm; tolerance of ideas; interpersonal and intercultural conflicts; professional interests, professionalism; group leaders; individuals; analysis of ideas; individual characteristics, personal characteristics; professional characteristics of a person; sex, nationality, psychology, religion; forms of discrimination.

**Exercise 4.** Read the words having the negative prefixes *in-* and *un-* and say what they mean.

Undisciplined, unproductive, unjust, undone, unnecessary, unrealistic, unimportant, unreal, unreasonable, unpractical, unprofitable, uncommunicative; inhuman, indecisive, invalid.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

To create working environment; to fulfil business ideas; poor management; to interfere with; to improve working conditions; to deal with business matters; to work hard; a favourable climate; to prevent conflicts; to resolve conflicts; to profit by; to praise people; to get good pay; for the benefit of a company; to work as a team; to select suitable people; to fire bad workers; to delegate responsibilities; to brainstorm a difficult problem; to suggest solutions; to build relations with employees; to take into consideration; experience, diligence, work capacity, creativity; to treat employees well; to encourage creative workers.

**Exercise 6.** Read these sentences and express the same in Russian. Consult § 45 (Reference Grammar).

1. The manager had the letter be sent. 2. The secretary let the visitor (come) in. 3. He asked me to telephone him in the evening. 4. The director doesn't like the employees to be late. 5. Do you always make people wait for you? 6. Let it be. 7. I want you to accompany our guest to the hotel. 8. Let me know when you come home. 9. I advised her not to stay at this hotel. 10. We know the goods to have been delivered. 11. I couldn't get her to finish her work. 12. The manager heard the salesgirl speak to a customer very politely.

**Exercise 7.** Work in pairs. Speak about employees. Use the model and word combinations below.

Model. A: What kind of employees would you like to manage?

B: I would like my employees to work hard.

To obey orders; to work hard; to be ready to work in a team; to be industrious, qualified, smart, inventive, efficient, truthful, trustworthy, frank, open, friendly, well-dressed.

**Exercise 8.** What is working environment? Read the text and give your definition..

### Creation of Working Environment

All business ideas are fulfilled by the workforce under the leader's direction and control. Good management stimulates the company's growth. Poor management interferes with business development.

Many modern managers follow the democratic style of leadership. This style is based on matching the interests of a company and the interests of employees.

Managers improve working conditions and create favourable working environment in order to stimulate high productivity. They are firm and decisive when they deal with business matters, and polite, understanding, but demanding when they deal with subordinates. Democratic leaders value employees and motivate them to work hard for a company. The incentives may be recognition, respect, praise and good pay. Highly motivated and enthusiastic people are creative and productive.

A favourable climate is very important at work. A manager promotes friendly relations between people, tolerance of differences in opinions, tastes and beliefs. He / she prevents and resolves interpersonal and intercultural conflicts.

Competition between workers makes them work harder. People do their jobs better and develop their creative and professional skills. A company profits by employees' creativity and professionalism.

A manager must have a strong team. A team is a group of people who work together for the benefit of a company. A business develops successfully and brings in profits if employees work as a team.

It is a difficult job to turn individuals into a team. It takes time, energy and skill. A manager selects suitable people and fires bad workers. He / she develops employees' abilities and skills. As a result, the chief can rely on his / her team and delegate responsibilities. He / she consults with team members and takes important decisions.

Good companies have teams of thinkers — groups of creative people who brainstorm difficult problems. A leader gives team members a task, and they suggest possible solutions. After analysis of all ideas, the team comes to a collective decision.

Building relations with employees, a manager should take into consideration the following factors:

- individual characteristics of a worker (sex, nationality, psychology);
- professional characteristics of a person (education, knowledge, experience, diligence, work capacity, creativity);
- value of an employee for the company.

Good management excludes unjust treatment of employees because of their sex, nationality and religion. All workers have equal rights. Americans are especially sensitive to sexual harassment and all forms of discrimination at work.

An efficient manager is good at treating different people, no matter who they are and what their personal characteristics are. Employees from southern countries are often hot-tempered. Workers from northern territories are usually calm and reserved. Women are more sensitive than men. A good manager should find the best way to handle subordinates.

Professional characteristics of employees always determine their personal contribution to a company's success. That's why managers encourage hard-working, experienced and

creative workers who are valuable for the company. Unproductive, lazy, undisciplined workers are fired without hesitation.

**Exercise 9.** Find in the text the equivalents of these words and word combinations.

Создание условий труда; стимулирует развитие компании; мешает развитию бизнеса; благоприятный климат; терпимость к расхождениям во мнениях, вкусах и убеждениях; разрешает межличностные и межкультурные конфликты; на благо компании; команда «мозгового штурма»; коллективно обсуждают трудные проблемы; предлагают возможные решения; пол, национальность, особенности характера; иметь равные права; личный вклад в успех компании.

**Exercise 10.** Answer the following questions in pairs.

1. What kind of working environment do democratic leaders create?
2. How do good managers treat employees?
3. How do managers stimulate people to work hard?
4. Why is competition so important at work?
5. What is a team?
6. How does a team of thinkers solve problems?
7. What factors must a manager take into consideration when he / she builds relations with employees?
8. What personal characteristics are important at work?
9. What professional characteristics matter?
10. What kinds of employees are valuable for a company?

**Exercise 11.** Work in pairs. Discuss what employees from different countries are like. Use the model and lists of words below.

Model. A: What are Japanese employees like?

B: As far as I know, they are hard-working, loyal and creative.

Russian employees, German workers, Americans, Japanese employees, Chinese workers, Koreans.

Diligent, hard-working, clever, intelligent, loyal, honest, dishonest, polite, impolite, creative, accurate, pedantic, lazy, (un)disciplined, (un)skilled, (un)productive.

**Exercise 12.** Read the article about participative management. Are Douglas McGregor's ideas characteristic of scientific management or the new science of management? Are they promising?

### Participative Management

Some of the most innovative thinking on management education and practice was originated by management theorist Douglas McGregor in *The Human Side of Enterprise* (1960). In this book McGregor challenged many of the prevailing managerial assumptions about worker motivation and behaviour. According to the prevailing view, which he labeled «Theory X», workers were seen as uninformed, lazy, and untrustworthy members of the organization. Management's task was to control workers and motivate them through a combination of control systems, fear of discipline or dismissal, and organizational rules. McGregor contrasted this with a «Theory Y» assumption, namely, that workers are highly motivated and can be trusted to contribute to the organization's objectives if given the opportunity to participate in organizational decision making. Out of the work of McGregor and others, such as Rensis Likert, has evolved «participative management», a process in which managers consult with and involve employees at all levels of the organization in organizational problem solving and decision making.

McGregor's views were supplemented by theories that promoted innovations in the design and implementation of new technologies and production systems that would accommodate the physical and social needs of workers. These sociotechnical concepts originated in Europe and



had substantial impacts on the design of innovative work systems in Scandinavia in the 1960s and '70s. By the early 1980s they had achieved significant acceptance and use in American firms.

Sociotechnical theory and worker-participation models of decision making have become essential to companies as they face global competition and rapid technological change. Most contemporary organizational and industrial relations scholars have concluded that the full potential of new information and manufacturing technologies can only be realized through management processes that support participation and communication across functional lines and departments. This must be accompanied by effective problem solving and flexibility in how work is organized. Yet there is still considerable debate among practitioners over the feasibility, wisdom, and even the legal consequences of involving workers in organizational decision making. Therefore, vestiges of both Theory X and Theory Y can be found in the concepts and practices of contemporary organizations.

**Exercise 13.** Say if these statements are true or false. Correct the wrong variants.

1. D. McGregor believed that workers were uninformed, lazy, and untrustworthy members of the organization.
2. Participative management is a system of encouraging workers to take part in solving problems and making decisions at work.
3. Sociotechnical theory of management deals with applying new technologies and production systems which can satisfy employees' physical and social demands.
4. The ideas of participative management and the sociotechnical concepts are not acknowledged in modern companies.

**Exercise 14.** Speak about participative management. Is this theory important for Russian companies?

**Exercise 15.** Read the text about organizational practices in Japanese companies and say which of the statements is closest to the opinion of most Japanese experts in management:

- a) At present, in large Japanese companies organizational relations are still determined by old culture.
- b) In modern Japan organizational relations are shaped by the family model that carries over into the workplace.
- c) Nowadays Japanese industrial and organizational practices are moulded by the combination of cultural, economic and political factors.

Shimada Haruo, a leading Japanese industrial relations scholar, has maintained that one cannot comprehend Japanese industrial and organizational practices without recognizing that Japanese managers regard human resources as the most critical asset affecting the performance of their enterprises. Therefore, management in large Japanese companies is deeply committed to developing and sustaining effective human resource and industrial relations practices. Many Japanese observers go on to argue that this assumption grows out of Japanese culture and traditions. Shimada points out, however, that this cultural thesis fails to explain the changes in management and labour practices that have occurred over the years. Thus, he and most other contemporary scholars of Japanese practices stress the interactions of cultural, economic, and political events that shape organizational relations in the country's industries.

Japanese culture places a high value on family relations and obligations, and some analysts claim that this family model carries over into the workplace. Employers are expected to show the same regard for their workers as a parent shows for other family members. Unity within the firm becomes a central value and corporate objective. In turn, employees are expected to show strong loyalty to their employer. It should be noted, however, that employment

relations can be quite different in the smaller Japanese firms that supply the giant producers and exporters. The smaller companies have a tenuous existence and cannot guarantee secure employment or make substantial investments in employee training.

Employees in large Japanese firms exhibit fewer traces of individualism and place more emphasis on group relationships in the design of work and in their day-to-day workplace interactions, especially when compared to their Western counterparts. Direct conflict in organizational decision making is discouraged in favour of a more informal group consensus building. Authority is respected so highly that the outcomes of group problem-solving tasks will tend to reflect the views or preferences of senior managers.

**Exercise 16.** Look through the list of phrases which will help you to approve or disapprove people's actions and behaviour.

#### I. Approval

Excellent! (formal)

Fine!

Splendid!

Wonderfull

A very good idea!

You've surpassed yourself.

You've made a good job of it.

Good for you!

Well done!

I'm sure you did right.

I'm sure that was the right thing to do in the circumstances.

That was clever / sensible / thoughtful of you.

That solves the problem.

#### II. Disapproval

That isn't a very good idea.

It doesn't do.

That wasn't a very nice thing to do.  
That isn't a very nice thing to say.  
You shouldn't do it this way.  
You ought to do it my way.  
You shouldn't have done that.  
It's all your fault.  
You are to blame.  
What's the use of doing it?  
There is no sense in doing it.  
It's a waste of time.  
It isn't fair. = It's unfair.

**Exercise 17.** What would you say in the following situations? Approve or disapprove people's actions.

1. Your colleague is late. The chief is very displeased.
2. One of the saleswomen was rude to the customer.
3. Your colleague suggests that the urgent work (should) be put off.
4. An employee is putting forward the plan you (don't) like.
5. An employee has been ill for two months. The boss is going to sack her as they are reducing their office staff.
6. The secretary has (hasn't) done the work properly.
7. You are very busy. Your colleague is discussing trifling matters on the company time.
8. The secretary's dress is out of place at work.
9. Your boss can / can't deal with the subordinates.
10. One of the waiters is not good at serving customers. The boss is going to cut his salary. You think that it would be better to fire him.

**Exercise 18.** Write what kind of working environment you would like to create if you were a manager.

## 5.2. Managing Creative Workers

**Exercise 1.** Focus on the topical vocabulary.

- blue-collar workers ['blu: 'kɒlə 'wɜ:kəz] — «синие воротнички», рабочие  
 white-collar workers ['waɪt 'kɒlə] — «белые воротнички», служащие  
 gold-collar workers ['gəʊld 'kɒlə] — «золотые воротнички» (творческие работники, инновационные идеи которых приносят компании прибыль)  
 profitability [prə'fɪtə'bɪləti] *n* — прибыльность, рентабельность  
 headquarters ['hed'kwɔ:tɔz] *n* — штаб-квартира, главное управление, центр  
 wrapping(-)paper ['ræpɪŋ ,peɪpə] — оберточная бумага  
 tool [tu:l] *n* — инструмент  
 to wander ['wʌndə] *v* — бродить  
 to pay off handsomely ['peɪ 'hænsəməli] — щедро окупаться  
 to view [vju:] *v* — осматривать, рассматривать  
 exhibit [ɪg'zɪbɪt] *n* — экспонат; выставка; показ; *v* — выставлять  
 return [rɪ'tɜ:n] *n* — доход, прибыль  
 to innovate ['ɪnə(v)veɪt] *v* — вводить новшество  
 innovation [ɪnə(v)'veɪʃən] *n* — нововведение, новшество  
 to follow intuition ['fɒləʊ ɪn'tju:'ɪʃən] — следовать интуиции  
 masking tape ['mɑ:skɪŋ ,teɪp] — маскировочная липкая лента  
 sandpaper ['sæn(d) ,peɪpə] *n* — наждачная бумага  
 creativity [kri:'eɪvɪti] *n* — творческая сила, творческие способности  
 to be engaged in smth [m'geɪdʒd] — заниматься чем-л.  
 to coin [kɔɪn] *v* — создавать новые слова, выражения  
 (advertising) copywriter [( 'ædvətaɪzɪŋ) 'kɒpɪraɪtə] *n* — автор текстов рекламных объявлений  
 interference [ɪntə'fɪərəns] *n* — вмешательство; помеха, препятствие  
 feedback ['fi:dbæk] *n* — обратная связь

- autonomy [ɔ:'tɒnəmi] *n* — автономия, самоуправление  
 bonus ['bɒnəs] *n* — премия  
 royalty ['rɒɪəlti] *n* — авторский гонорар  
 stock ['stɒk] *n* — государственные бумаги, фонды, акции  
 annual ['ænjʊəl] *a* — ежегодный, годовой

**Exercise 2.** Try to understand the meaning of the derivatives.

Head, headquarters; innovate, innovator, innovation;  
 write, writer, copywriter; art, artist; wrap, wrapping, wrapper;  
 refuse, refusal; talent, talented; instruct, instruction, instructive, instructor; will, willing, unwilling; tolerate, tolerant, tolerance; encourage, encouragement; author, authority; handle, handling; construct, construction, constructive; admit; admissible, inadmissible; engage, engaged, engagement.

**Exercise 3.** Guess what these international words mean.

Office clerks, journalists, artists, financial managers, computer programmers, talented engineers, a creative person, film classics, to motivate, regularly, continents, detailed instructions, art galleries, revolutionary ideas, a mask, a term, personnel management, alternative, autonomy, a management authority, traditional methods.

**Exercise 4.** Read the following adverbs ending in *-ly*. Say what adjectives they derive from.

Model: usually ← usual — обычно — обычный

Broadly, commonly, nearly, occasionally, actually, usually, generally, regularly, handsomely, suddenly, historically, differently, annually.

**Exercise 5.** Find synonyms in List A and B.

Model: to wander — to rove

A. To encourage, to watch, to search for, to wander, to picture, to require, to handle, to reward, to understand, to allow, to include, to view.

B. To see, to rove, to imagine, to demand, to treat, to let, to incorporate, to award, to realize, to permit, to look at, to look for, to motivate, to hunt for.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

To manage gold-collar workers; to handle gold-collar workers; to watch cartoons, feature films, plays, to search for ideas; to hunt for ideas; to do a job; wrapping paper; to motivate employees; to wander in art galleries; to pay off handsomely; to view an exhibit; to bring a \$500,000 return; a fortress of innovation; creative employees; to follow one's intuition; revolutionary new products; to require a high degree of creativity; to be engaged in; to coin a term; advertising copywriters; to interfere with creative people; to be unwilling; to take responsibility; alternative ways of doing things; to leave them alone; a recognized management authority; to pay bonuses, royalties, stock; to give annual achievement awards.

**Exercise 7.** Complete the sentences with the proper forms of the modal verb *may/might*. Consult § 40 (Reference Grammar).

1. \_\_\_ I use your telephone? 2. This \_\_\_ or \_\_\_ not be true. 3. \_\_\_ I have a word with you, please? 4. It's strange that he hasn't come yet. He \_\_\_ be at work now. 5. You \_\_\_ have telephoned your boss. 6. Hello. \_\_\_ I help you? / Can I help you? 7. You \_\_\_ try to find a new job. 8. You \_\_\_ not go with me. 9. \_\_\_ I make a suggestion? 10. You \_\_\_ use both *must* and *have to* to express necessity. 11. \_\_\_ I continue? 12. \_\_\_ I begin?

**Exercise 8.** Work in pairs. Speak about possible actions in the future. Use the model and list of word combinations below.

Model. A: Don't call me at 10. I may be working at the project.

B: When then?

A: You may call me in the evening.

To be preparing a report, to be working at the term paper / graduation paper / project / article, to be doing my homework, may be having a job interview, may be at work / at the lesson / at the conference.

**Exercise 9.** Is it easy to manage talented people? Why? Read the text and find out if you are right.

### Managing Creative Workers

There are different categories of employees working for companies. Blue-collar workers do manual work. They work in workshops, on construction sites, in mines. White-collar workers are office clerks, they do paper work. There are service people, they serve customers. Journalists called machines steel-collar workers (but this term is not commonly used). Do you know who «gold-collar workers» are? Broadly speaking, they are creative people who make a great contribution to the development and profitability of companies they work for. They are elite workers of an organization.

All employees need good handling. But gold-collar workers want special treatment.

In his article *Managing the Goldcollar Workers*, M. L. Goldstein, an outstanding authority on personnel management, describes managing creative people.

Every Thursday afternoon at the Kansas City, Mo., headquarters of Hallmark Cards Inc., nearly 100 employees come into a small theatre to watch cartoons. But not always cartoons. Sometimes it's feature films; occasionally it's film classics. And it's all on company time.

These employees are members of Hallmark's creative department. These writers and artists are actually doing their jobs — searching for ideas to use on cards, wrapping paper and other products.



«Thursday Theatre» is one of the tools Hallmark uses to motivate its most talented employees. The company also regularly sends key employees across the country, even to other continents, with instructions to wander in art galleries, watch plays, or go window-shop-hunting for ideas that might translate into sales.

Sometimes it pays off handsomely. Several years ago, while viewing the King Tut exhibit at Washington's National Gallery of Art, one employee suddenly pictured the famous gold death mask as a puzzle for children. That one trip brought more than a \$500,000 return to the company.

Historically, company R&D centres have been the fortresses of innovation. And R&D managers have long understood that creative employees should be motivated and rewarded differently than other workers. Firms like 3M Co., for example, allow creative people to follow their intuition. And the results have been revolutionary new products — including masking tape and wet / dry sandpaper.

Employees whose jobs require a high degree of creativity and special skills, and who are engaged in major projects, are called gold-collar workers. The term was coined by Robert E. Kelley in his book *The Gold Collar Worker* (Addison Wesley Publishing). Gold-collar workers include such employees as product-development personnel, computer programmers, advertising copywriters and engineers.

Poor managers don't know how to handle gold-collar workers. Some of them don't understand creative people and interfere with them. Other managers are unwilling to take responsibility and encourage innovation. A third type of manager refuses to treat talented employees differently. For many companies it is important to find managers who know how to motivate gold-collar workers.

One key to motivating creative workers is tolerance. Executives should be tolerant of their independence, behaviour, new ideas, and alternative ways of doing things.

More than any other employees, the gold-collar worker also demands feedback on his performance and evaluation.

Gold-collar workers want autonomy. Interference in their work is inadmissible. «The best thing you can do for creative people is just get out of their way. Give them a task and leave them alone», says Peter F. Drucker, a recognized management authority.

Creative people are paid bonuses, royalties and stock. Traditional annual achievement awards are given to them at many companies, 3M and General Electric included.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

Выполняют ручную работу; в цехах, на строительных площадках; выполняют канцелярскую работу; обслуживающий персонал; элитные работники; управление персоналом; главное управление; требуют особого обращения; смотреть мультфильмы; в рабочее время; ищут идеи; посмертная маска; творческие работники; следовать интуиции; сотрудники, занимающиеся созданием товаров; оставьте их в покое; традиционные ежегодные награды за достижения (в работе).

**Exercise 11.** Answer the following questions in pairs.

1. Who are blue-collar workers?
2. Who are white-collar workers?
3. Who are gold-collar workers?
4. What are the tools Hallmark uses to motivate its most talented employees?
5. How effective are these tools?
6. How are creative employees encouraged and motivated at 3M?
7. What have been the results?
8. Who coined the term «gold-collar workers»?
9. What are the three common mistakes in managing gold-collar workers?

10. What are the keys to motivating creative workers?
11. Should gold-collar workers be treated and rewarded differently, in your opinion?

**Exercise 12.** Draw a table like the one below. Make lists of different ways of treating gold-collar workers. Discuss the problem in class.

Improper treatment	Proper treatment

**Exercise 13.** Summarize the text «Managing Creative Workers». Consult the Writing Language Section.

**Exercise 14.** Do you know how to manage collective thinking? Read the text and characterize the stages of decision— thinking process.

#### Effective Thinking in Management

One of the most important tasks in management is to cultivate good collective thinking. American consultant Ben Heirs in his book «The Professional Decision Thinker» explores the art of managing a thinking team.

Every organization has a team of «doers». And the manager's first priority is to transform this group of people into a team of thinkers.

Decision-thinking process consists of four stages. Stage I deals with formulating a question in the clearest possible way. Then the thinkers must gather information relevant to answering the question. Stage II implies creating the most effective range of alternative answers to the question. Stage III concerns evaluating each of the alternatives and predicting the consequences. Stage IV regards decision making. Here, finally the thinking team must weight the advantages and disadvantages of each alternative and decide upon which alternative to act.

The author of the book suggests certain rules to improve decision-thinking process. Here are some of his ideas. The objectives of the thinking game must be explained precisely. The members of the thinking team should understand their roles and responsibilities in the process. As for the manager, he must be very courteous. There must be mutual understanding and trust between the manager and his people. His duties are to stimulate good thinking and prevent its stagnation.

**Exercise 15.** Work in pairs. Discuss the role of creative people in an organization. Use the words and word combinations below.

1. Why are gold-collar workers' ideas so important for a company?

To bring in return; to be profitable; to get / derive benefit from smth; to make / earn money; to profit by introducing a new idea / technology; to receive money.

2. What are gold-collar workers' achievements?

To create a new machine / device; to discover; to make a discovery; to develop a new product; to develop a new technique; to formulate a new law; to introduce a discovery; to invent an appliance; to pioneer a technology; to work out a new method.

3. Where do creative employees work?

In a research laboratory; in a R&D department; in a design office; in a creative department.

4. What are the characteristic features of a gold-collar worker?

Creative thinking; creativity; genius; imagination.

5. What sort of person is a gold-collar worker?

Bright; capable; clever; creative; diligent; efficient; gifted; imaginative; industrious; persistent.

6. Why is it sometimes difficult to handle gold-collar workers?

Absent-minded; ambitious; conceited; haughty; hot-tempered; ill-mannered; obstinate; undisciplined; uncommunicative.

**Exercise 16.** Write about about handling creative employees. Give examples from your personal experience.

### 5.3. Handling Difficult Employees

**Exercise 1.** Focus on the topical vocabulary.

to get along with [ə'lon] *v* — ладить с

to treat people [tri:t] — обращаться с людьми

treatment ['tritmənt] = handling ['hændlɪŋ] *n* — обхождение, обращение

extrovert ['eksɪvɜ:t] *n* — экстраверт; человек, интересующийся только внешними предметами; человек, интересующийся только материальными благами; человек без духовных интересов; общительный, дружелюбный человек

introvert ['intrəvɜ:t] *n* — интроверт; человек, сосредоточенный на самом себе, на своих переживаниях; робкий, застенчивый человек

lively ['laɪvli] *a* — живой, веселый

sociable ['səʊʃəbl] *a* — общительный, дружелюбный

to show off ['ʃəʊ 'ɒf] *v* — хвастать, рисоваться

temperament ['tempərəmənt] *n* — темперамент

choleric ['kɒləɪk] *a* — холерический, раздражительный, вспыльчивый

sanguine ['sæŋgwɪn] *a* — сангвинический, жизнерадостный

phlegmatic ['fleg'mætɪk] *a* — флегматичный, вялый; спокойный

melancholic [melən'kɒlɪk] *a* — меланхолический, грустный, печальный

patient ['peɪʃənt] *a* — терпеливый

impatient [ɪm'peɪʃənt] *a* — нетерпеливый

cheerful ['tʃɪəfəl] *a* — веселый, бодрый

to hesitate ['hezɪteɪt] *v* — колебаться

right-brain [raɪt'breɪn] *n* — правое полушарие мозга

left-brain [left'breɪn] *n* — левое полушарие мозга

imaginative [ɪ'mædʒənətɪv] *a* — одаренный богатым воображением, обладающий творческим воображением

to stand one's ground ['stænd... 'graʊnd] — не отступать, стоять на своем

to interrupt [ɪntə'rapt] *v* — прерывать

suggestion [sə'dʒestʃən] *n* — предложение

balloon [bə'lu:n] *n* — воздушный шар; мыльный пузырь

chronic complainer [krɒnɪk kəm'pleɪnə] — человек, который постоянно жалуется на жизнь, непонимание окружающих

clam [klæm] *n* — съедобный морской моллюск; *разг.* — скрытный, необщительный человек

yes-man ['jesmən] *n* *разг.* — подхалим, подпевала, лизоблюд

staller ['stɔ:lə] *n* *разг.* — волокитчик

**Exercise 2.** Try to understand the meaning of the derivatives.

Join, joint; simple, simplicity; relate, relation, relationship; agree, agreement; treat, treatment; difficult, difficulty; divide, division; easy, easily; express, expression; energy, energetic; think, thinking; assert, assertive; calm, calmly, calmness; argue, argument; interrupt, interruption; firm, firmly, firmness; complain, complainer, complaint; appear, disappear; patient, impatient; hesitate, hesitation; attentive, attentively, attention; stall, staller.

**Exercise 3.** Guess what these international words mean.

Modern management; human factor, business organizations; an effective manager; productive specialists; creative subordinates; a problem person; psychological

classifications; an active, energetic and optimistic person; a psychologist, psychology; a communicative person; to discuss problems with the boss and colleagues; extroverts, introverts; a choleric temperament, a sanguine temperament, a phlegmatic temperament; a melancholic person; a reason; an artistic person; a logical and analytical method; an adequate technique; a tank, a sniper, a negativist, a bulldozer; chronic; an expert on management; perspective; to produce positive ideas.

**Exercise 4.** Find synonyms in Lists A and B, C and D.

Model 1: to call for — to demand — to require

A. To manage employees, to call, to handle people, to create, to discuss, to encourage, to call for, to make a decision.

B. To make, to lead workers, to take a decision, to deal with people, to cope with people, to name, to demand, to debate, to stimulate, to require.

Model 2: assertive — pushy

C. Sociable, difficult, choleric, clear, phlegmatic, sanguine, particular, sad, hard-working, confident, assertive, right, imaginative, easy, foolish.

D. Hard, hot-tempered, calm, communicative, melancholic, pushy, optimistic, correct, self-confident, diligent, creative, certain, understandable, stupid, simple.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

To pay much attention to; to deal with employees; to handle workers effectively; to cope with people; to get along with subordinates; to manage different people successfully; to treat customers well; to be active, lively and sociable; to be hot-tempered and energetic; to be cheerful, energetic and hard working; to be calm and diligent; to be sad and lonely; to switch from one kind of

work to another; to encourage workers; to have artistic and imaginative thinking; to have logical and analytical thinking; to argue with people; to stand one's ground; to mock at people; to admire something; to praise workers; to hurt somebody, to hurt somebody's feelings, to find fault with people; to complain about something; to interrupt people; to listen to subordinates attentively; to call for communicative skills.

**Exercise 6.** Read these sentences with the conjunction *both... and* (*и... и, как... так и*) and express the same in Russian.

1. He is both an effective manager and a good person.
2. The company does business both in Europe and Asia.
3. Both men and women hold managerial positions in Europe and the United States.
4. Mr. Collins often goes on business to different cities both in the country and abroad.
5. The news both excited and worried the director.
6. The delegation visited both the factories and the shops.
7. The manager spoke to his subordinate both with firmness and understanding.
8. He is both good-looking and clever.
9. The export manager both speaks and writes French.
10. I'd like to study both economics and management.

**Exercise 7.** Read the following sentences and say the same in Russian. Consult § 45 (Reference Grammar).

1. A manager makes his subordinates work hard.
2. The lecturer asked the students to prepare for a seminar on problem employees.
3. The manager told his assistant to come to his office at 10.
4. Don't let him delay his decision until it is too late.
5. The manager knew Mr. Green to be a diligent worker.
6. I'd like you to help me.
7. A good leader helps people under him (to) solve problems together.
8. We expect the director to return at 3.
9. The workers saw the delegation arrive at the factory.
10. The secretary heard the manager speak on the telephone.



**Exercise 8.** Work in pairs. Speak about stimuli to work. Use the model and words below.

Model. A: What makes people work?

B: People work to make a lot of money. Material incentives cause people to feel energetic and enthusiastic about work.

To solve difficult professional problems, to do interesting and creative work, to make a lot of money, to support their families, to earn their living, to hold a high position.

A challenge, creativity, material incentives, duty, necessity, prestige, vanity, good management.

**Exercise 9.** There are workers who are difficult to deal with. Read the text and say what can improve communication with them.

### Handling Difficult Employees

In modern management much attention is paid to the human factor, that is people's relationships within the organization and in the environment. If a manager can deal with employees, their joint work for a company is more effective. A good leader understands and values productive and experienced workers, creates good working conditions for them, gets along with subordinates and makes them work hard.

It is not easy to cope with people, especially some of them. There are so called «difficult employees», that is workers who are hard to deal with and who want special treatment.

Fred Pryor, a US expert in management, does not like the term «difficult employees». He thinks that all people are difficult in one sense, and in another sense none of them are. The main problem is poor management. Many managers do not know how to deal with any people.

All people are different, and they very often need different handling. This is the main thing a manager should

remember. He must be a good psychologist and understand how to cope with different employees in certain situations.

There are several psychological classifications of people a manager must take into consideration.

Firstly, people are divided into extroverts and introverts.

Extrovert employees are active, lively and sociable. Sometimes they tend to show off. Extroverts make friends easily. They are ready to discuss different problems with their boss, colleagues, and customers.

Introverts are interested more in themselves and their private feelings than in the world around them. They are not very communicative and do not make friends easily. They do not like to discuss problems at work. It takes time and effort to make them express their opinion.

Secondly, according to their temperament, people fall into choleric, sanguine, phlegmatic and melancholic.

A choleric person is hot-tempered and energetic. He or she is impatient, and it is often difficult for him or her to finish work. A manager must channel the energy of such employees into the right direction and control fulfillment of work.

A sanguine person is cheerful, optimistic, energetic and hard-working. Employees with such a temperament are good workers, they are ready to solve difficult problems and always finish their work. It is easy for them to switch from one kind of work to another. They do not usually cause a manager much trouble.

Phlegmatic people stay calm even in difficult situations. They do not show their emotions. Such employees are good workers. They are ready to work hard, they always finish their assignments. But it is difficult for them to switch from one kind of work to another. A manager should help people with this temperament to do it.

A melancholic person is an introvert. He or she is often sad without any particular reason. Employees with such a

temperament do not like to switch from one kind of activity to another. They often hesitate a lot before taking a decision. A manager must encourage them to work, make them be more confident.

Thirdly, there are right-brain and left-brain people. According to psychologists, right-brain employees mostly have artistic and imaginative thinking. Left-brain workers are mainly characterized by logical and analytical thinking. At work, both right-brain and left-brain employees must be given adequate assignments.

The author of the book *Coping with Difficult People*, Robert M. Bramson, a prominent authority on management, and trainer Rick Brinkman, describe several types of problem workers and ways to deal with them.

The «tank» is self-confident and aggressive. Tasks seem clear to him, and the way to do them direct and simple. He is impatient with those who don't agree. The «bulldozer» is the expert on everything, he always knows it all. A manager shouldn't argue with «tanks» and «bulldozers» but stand his / her ground. He / she must be calm, assertive and be ready to be friendly.

The «sniper» mocks at his colleagues in a group, sometimes makes his chief look foolish. A manager should stop snipers by interrupting their attacks calmly and firmly.

The «balloon» likes to be admired and praised. He often speaks about things he doesn't know. A manager should correct him without hurting his feelings. It's best to do it when he's alone.

The «negativist» is against any suggestion or idea. «Negativists» and «chronic complainers» find fault with everything and think that their colleagues and people in power don't understand them. A manager should listen attentively but be ready to interrupt them. He / she must make them work and produce positive ideas.

The «clam» doesn't like conflicts and never expresses his opinion. The «yes-person» always agrees with his boss.

The «staller» doesn't want to hurt anyone and delays decisions until the need disappears. A manager has to make them give their real ideas and speak out. He / she must be polite, calm and patient with them.

According to Jim Braham, a famous expert on management, dealing with problem employees — but who are also valuable for a company — calls for understanding, perspective, psychology, and communicative skills.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

То есть; ладит с подчиненными; «трудные служащие»; принимать во внимание; направить энергию таких работников в правильном направлении; контролировать выполнение работы; решать трудные проблемы; переключаться с одного вида работы на другой; без какой-либо особой причины; соответствующие задания; насмехаться над коллегами; спокойный, настойчивый; не оскорбляя его чувства; откладывать решения; высказываться откровенно; ценный для компании.

**Exercise 11.** Answer the following questions in pairs.

1. Why do difficult employees need special treatment?
2. What is the difference between extraverts and introverts?
3. What are the main types of temperament?
4. What is the difference between right-brain and left-brain workers?
5. What classification of problem employees do American experts in management suggest?
6. How do trainers cope with difficult employees?

**Exercise 12.** Work in pairs. Speak about extroverts and introverts. Use the model and word combinations below.

Model. A: What are extroverts like?

B: They like... They are...

To talk to people a lot; make friends easily; to get along with people; to discuss personal, business and global problems with people; to be active, lively, sociable, cheerful.

To talk little; to be interested in personal problems and private feelings; to be reserved, sad, silent; to feel lonely.

**Exercise 13.** Work in pairs. Speak about different temperaments. Use the model below.

Model. A: What are choleric employees like?

B: They are...

A: How should a manager deal with them?

B: He should...

A: Are there any choleric students in your group?

B: I think...

**Exercise 14.** Work in pairs. Speak about right-brain and left-brain people. Use the model and list of words below.

Model. A: What are right-brain people like?

B: They have creative imaginative thinking.

A: What jobs suit them?

B: They may be...

Artists, writers, poets, actors, designers, teachers, advertising copywriters, engineers, architects, accountants, managers, scientists.

**Exercise 15.** Work in pairs or in small groups. Discuss handling different types of difficult employees, according to the classification of R. M. Bramson and R. Brinkman.

**Exercise 16.**

I. Read the title of the text below and guess which causes bring about British workers' anger:

A) Low wages.

B) Bad working conditions.

C) Unfriendly atmosphere.

- D) Low morals.
- E) Poor management.
- F) Other things.

II. Read the text and check your guess.

### Blood Boils in UK Workplaces

Cheating, stealing, and «incredibly loud» staff are turning the UK's workplaces into hotbeds of anger, new research claims. Anger at colleagues and incompetent managers is affecting productivity and causing people to threaten to resign or take time off for stress.

Occupational psychologist Jill Booth, who interviewed workers in the NHS, education, and shops, said she was «shocked» at the scale of anger among staff. «People told me they were angry morning, noon and night», said Mrs. Booth, a student at the University of Central Lancashire in Preston.

The most common cause was «immoral behaviour» such as lying, stealing or cheating. Some people complained that managers exploiting their position by not doing their jobs properly or regularly turning up late for work was causing their blood pressure to rocket.

Anger levels often spilled over into people's private lives and some workers said they went home in a bad mood because of something that happened at work.

A shop worker told Mrs. Booth she was angry that a colleague had been stealing goods without getting caught while a nurse was threatening to resign because of the behaviour of a colleague. A health worker interviewed for the study said of a colleague: «She is incredibly loud. When she comes into the office everything is disrupted, everything is disturbed». A teacher, angered by a pupil, said: «All my family knew about him. I used to come home and that's all I'd talk about». A worker angered by her manager said: «I don't really show anger when I am at work. I keep everything bottled in and then I get home and I'm like a lunatic».

The study warned that anger among workers could have long-term consequences for companies.

**Exercise 17.** Answer the following questions in pairs.

1. Who carried out the research into the working environment in British companies?
2. Where was the study made?
3. What causes anger in UK workplaces, according to the research?
4. How does workers' displeasure affect companies?
5. How does anger at work influence people's family life?
6. What can cause workers' dissatisfaction in Russian companies?

**Exercise 18.** In writing, describe any case of dealing with a difficult employee. Analyze the behaviour of both the manager and the problem worker.

**Exercise 19.** Role play.

1. Roles: a managing director, a new R&D manager.

A managing director tells a new R&D manager how to treat creative employees. The manager asks questions about their responsibilities and personal characteristics.

2. Roles: a manager in a toy factory, artists.

A manager wants to make a new doll / toy car / game. He / she explains the task to factory artists. The chief wants an original product. He / she asks them to search for revolutionary ideas. The artists ask questions about the product and the deadline.

3. Roles: a trainer and students.

A trainer and his students have a seminar on difficult employees at a business school. The trainer asks the students to characterize different types of problem workers and describe the way to cope with them.

## UNIT 6 CUSTOMER SERVICE

### 6.1. Western Standards of Service

**Exercise 1.** Focus on the topical vocabulary.

- to be concerned about smth [kən'sɜ:nd] — беспокоиться, заботиться о чём-л.  
 to get closer to smb — становиться ближе к кому-л.  
 a passion for excellence ['pæʃən... 'eksələns] — стремление к совершенству  
 to treat the customer like a king ['tri:t... 'kæstəmə] — обращаться с покупателем, как с королем  
 to have a smell for ... — иметь нюх на ...  
 a customer-oriented company ['ɔ:riəntɪd] — компания, ориентированная на интересы покупателей  
 to issue bulletins ['ɪʃu: 'bulətinz] — выпускать бюллетени  
 to feature ['fi:tʃə] v — печатать на видном месте.  
 in a host of ways всевозможными способами  
 to demonstrate respect for smb ['dɛmənstreɪt rɪs'pekt] — проявлять уважение к кому-л.  
 the Hall of Fame ['hɔ:l... 'feɪm] — зал славы  
 marketer ['mɑ:kɪtə] n амер. — продавец  
 customer-support people [sə'pɔ:t] — персонал, непосредственно работающий с покупателями  
 to shower smb with attention ['ʃaʊə... ə'tenʃən] — оказывать кому-л. особое внимание



- receptionist [rɪ'sepʃənɪst] *n* — секретарь, ведущий прием посетителей
- loading dock ['ləʊdɪŋ 'dɒk] — погрузочная платформа
- in particular [pə'tɪkjələ] — в частности, в особенности
- contemptuous [kən'tem(p)tjuəs] *a* — презрительный, высокомерный
- to permit [pə'mɪt] *v* — допускать; разрешать, позволять
- facilities [fə'sɪlɪtɪz] *n* — оборудование; средства, устройства; сооружения
- back-room *n* — секретная лаборатория; секретное конструкторское бюро
- unique [ju:'nɪk] *a* — уникальный, единственный в своем роде
- device [dɪ'vaɪs] *n* — приспособление, устройство
- to respond [rɪs'pɒnd] *v* — отвечать, реагировать
- request [rɪ'kwɛst] *n* — просьба; *v* — просить
- to review [rɪ'vju:] *v* — просматривать, проверять
- complaint [kəm'pleɪnt] *n* — жалоба
- swiftly ['swɪftli] *adv* — быстро
- to measure customer satisfaction ['meʒə... sætɪs'fækʃən] *n* — удовлетворение
- to make measures *n* — удовлетворение
- delivery date [dɪ'lɪvəri 'deɪt] — дата доставки
- quality [kwo'lɪti] *n* — качество
- reliability [rɪ'ləɪ'bɪlɪti] *n* — надежность
- sample ['sɑ:pl] *n* — образец
- perception [pə'sepʃən] *n* — восприятие; понимание
- substantial [səb'stænʃəl] *a* — существенный
- amount [ə'maʊnt] *n* — сумма

**Exercise 2.** Try to understand the meaning of the derivatives.

Deliver, delivery; passion, passionate; sell, seller, best-seller; quality, qualitative; exclude, exclusive, exclusively; orient, orientate, orientation, customer-oriented; market, marketing, marketer; receive, reception, receptionist; load,

loading, loader; direct, directly, indirectly; respect, respectful; engineer, engineering; achieve, achievable; contempt, contemptuous; particular, particularly.

**Exercise 3.** Guess what these international words mean.

To identify, to sort out, an aspect, to demonstrate, general management, service, a manufacturer, an organization, a function, a display, film clips, special, associated, regularly, policy meetings, to produce, products, to focus, a unique person, a statistical abstraction, information, a reason, perception.

**Exercise 4.** Read the adjectives with the suffixes *-some* [səm] and *-ous* [əs] and say what they mean.

Handsome, burdensome, darksome, gladsome, tiresome, lonesome.

Continuous, mysterious, famous, hazardous, strenuous, dangerous, joyous, mountainous, contemptuous.

**Exercise 5.** Find antonyms in List A and B, C and D.

Model 1: to support — to discourage

A. To demonstrate, to keep one's promise, to support, to treat people well, to link, to attend a class, to be showered with attention, to promote, to hope, to improve, to prove, to find, to increase.

B. To discourage, to handle people badly, to disconnect, to be neglected, to demote, to make worse, to refute, to decrease, to hide, to despair, to lose, to break one's promise, to miss a lesson.

Model 2: close — far

C. Swift, true, friendly, close, good, active, contemptuous, probable, dishonest, complete, well-bred, severe, important, easy.

D. Bad, respectful, slow, impossible, difficult, fair, partial, ill-bred, soft, far, false, hostile, insignificant, passive.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

To treat customers; to make annual reports; to feature stories; customer service, to attend celebrations; to take seriously; to shower customers with attention; to answer telephone calls; to get training; a respectful, polite language; contemptuous language; to exchange visits with customers, to invite customers to meetings; to visit facilities; back room operations; customer-support people; customer-support stories; iron laws; to respond to customers' requests; to respond to suggestions; to respond to complaints; to connect departments; customer satisfaction; to review surveys; to keep one's promise; to miss a promised date; to take severe measures; to improve quality; to increase reliability; to use the products; a substantial amount of money.

**Exercise 7.** Read these sentences and express the same in Russian. Consult § 47 (Reference Grammar).

1. Do you mind opening the window? 2. He was responsible for taking control over fulfilment of production assignments. 3. The right management is the most important factor in determining success. 4. Management implies planning, organization, motivation and control while setting and reaching the goals of the company. 5. He was accused of having sold information to rival companies. 6. The books by Dale Carnegie are worth reading. 7. The manager insists on treating customers with respect. 8. Reading books on management is necessary for every executive. 9. Our main goal is satisfying the needs of our customers. 10. I like the way of serving customers in this shop.

**Exercise 8.** Work in pairs. Speak about a Sales Manager's duties. Use the model and list of word combinations below.

Model. A: What are the Sales Manager's responsibilities?  
B: Organizing the work of the department and supervising the salespersons are the Sales Manager's duties.

Supervising the salespersons, informing customers, informing the top management, maintaining discipline, organizing the work of the department, organizing meetings, planning the work of the department, encouraging good marketers, awarding customer-support people, promoting good workers, demoting bad workers, responding to complaints, improving working conditions.

**Exercise 9.** Businesses in Western Europe and the USA have long traditions of excellent customer service. Read the text about the «royal» treatment of customers in successful American companies. How does such an approach affect business profits?

### The Right Way of Treating Customers

Is it possible to earn a lot of money and at the same time to be a decent person and a good citizen of your country? Yes, if a businessman works hard and honestly. If his business supplies his customers with quality goods or services. If people need his products. If the interests of business match with the interests of customers.

Excellent companies have not only «market orientation»; they have a habit of living for their customers. Many executives are concerned about getting their organization «closer to the customer».

In the book *A Passion for Excellence*, which was a bestseller in the USA, Tom Peters and Nancy Austin identify some of the ways of «treating the customer like a king». They have sorted out several aspects of a true customer-first orientation in companies that have a «smell» for the customer. Here are some of their ideas.

Customer-oriented companies issue special bulletins and annual reports dealing exclusively with customer service.

They feature stories about working with customers. Interests of a company and its customers are considered to be joint.

In a host of ways, unique respect for salespeople is demonstrated. Celebrations for salespeople are special and taken very seriously. They are attended by almost all of general management. When the salesman talks, the engineer, manufacturer or manager jumps. The company's «Hall of Fame» consists of salespersons or marketers.

Customer-support people are showered with attention. Receptionists who answer telephone calls, dispatchers and people on the loading dock get special training. At celebrations, they are awarded for good customer service.

The importance of the customer can be seen in every function of the organization. One can see it through display of letters (good and bad), film clips and visits. People of all departments work for customers directly or indirectly.

There is a special friendly and respectful language associated with customers. In particular, contemptuous language is simply not permitted.

Visits with customers are exchanged regularly, at all levels in the company and customer organization. Customers are invited to visit all facilities, especially plants or back room operations. They are invited to celebrations and policy meetings and are encouraged to produce their views.

Discussions, celebrations of heroes focus on support for the customer. The customer-support stories are about particular people and circumstances. That is the customer is treated as a unique person, not as a statistical abstraction.

Companies have a lot of devices for customer listening. There are «iron laws» about time-to-respond to customer requests and information (for example, 8 to 48 hours).

There are devices to connect sales, engineering and manufacturing departments. It helps to respond to customers suggestions quickly.

Customer satisfaction is measured very often — monthly at least, and perhaps weekly. Surveys are reviewed by top management.

Complaints are responded very swiftly. Mistakes are corrected.

Promises to customers are kept. Achievable delivery dates are set, and then met. Top management analyzes the reason for missing a promised date and takes severe measures. Customers respect the ability to keep promises.

The organization works at improving quality and increasing reliability of product and service. Almost all in the company use the product themselves, if possible. Samples are always around for all to see.

The customers perception is viewed as most important. Good companies respond to the customer's view — even if it costs them a substantial amount of money.

People in all departments have a passion for customer-related improvements. They want to do things just a little bit better.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

Интересы бизнеса соответствуют интересам клиентов; ежегодные отчеты; исключительно; прямо или косвенно; производитель; совещания по стратегическим вопросам; высказывать свою точку зрения; определенные люди и обстоятельства; отдел сбыта, технический отдел, производственный отдел; быстро реагировать на предложения покупателей; сдерживать обещания; улучшение качества и повышение надежности продукции; значительная сумма денег.

**Exercise 11.** Answer the following questions in pairs.

1. What important aspects of management is T. Peters and N. Austin's book *A Passion for Excellence* devoted to?

2. What orientation do excellent companies have?
3. Can you name the priorities of customer-oriented companies?
4. How is work with customers organized?
5. How is work with sales-people and customer-support people organized?
6. Do all the departments in the organization contribute to treating the customer like the king? Prove it.
7. Is the «royal» treatment of customers so important, in your opinion?

**Exercise 12.** Summarize the text «The Right Way of Treating Customers». Consult the Writing Language section.

**Exercise 13.** Complete the text about customer service with the words from the box.

- a) customer service    b) applied    c) to record  
d) satisfied    e) computer software    f) monitor

#### Customer Service

Customer service involves an array of activities to keep existing customers (1)... An example is (2)... manufacturers who allow consumers to telephone them to discuss problems they are encountering with the software. Servicing equipment in the field and training new users are other examples of (3)... The term user-friendly is sometimes (4)...; the firm wants to develop a reputation as being easy to do business with. Firms continually (5)... the levels of customer service they — and their competitors — offer. They might use machines (6)... how many times customer-service telephones ring before being answered or what percentage of requested repair parts they can deliver within a certain time span.

**Exercise 14.** Find information about customer service at excellent companies abroad. Give a talk in class.

#### Exercise 15.

I. Say what is the proper way for service people to behave, look and act. Use the words and expressions from the lists below.

Model: Be polite to customers. Always smile at customers.

A. courteous, polite, tactful, well-bred, considerate, well-dressed, neat, conscientious.

B. to treat customers well, to smile at people, to complement people on their looks, tastes, to demonstrate respect for customers, to satisfy the needs of people, to try to understand what the customer wants, to encourage customers to produce their views.

II. Say what is the improper way for service people to behave, look and act. Use the words and expressions from the lists below.

Model: Don't be impolite to people. Never offend customers.

A. angry, cross, messy, dishonest, irritable, rude, ill-mannered.

B. to deceive, to insult, to lose one's temper, to neglect one's duties, to offend people, to treat customers badly.

#### Exercise 16.

I. Say how managers and service people should behave and act when they work with partners and serve customers. Use the model and word combinations below.

Model: One must be honest in business. Необходимо быть честным в бизнесе.

One should speak to customers politely. Следует вежливо разговаривать с покупателями.

To be honest; to be reliable; to be attentive; to respect people; to help customers; to respond to customer requests, suggestions and complaints; to keep one's word; to speak to customers friendly, politely; to meet the demands of people; to satisfy the requirements of customers; to improve



quality of a product; to increase reliability of a product; to protect customers' interests.

II. Say how managers and service people shouldn't behave and act when they work with partners and serve customers. Use the model and word combinations below.

Model: One mustn't be dishonest in business. Нельзя быть нечестным в бизнесе.

You shouldn't ignore customers' suggestions. Вам не следует пренебрегать предложениями покупателей.

To be indifferent to customers' needs; to demonstrate discourtesy; to be dishonest; to ignore customers' suggestions, ideas, requests, complaints; to neglect customers' wishes, interests.

**Exercise 17.** Imagine you're a manager in a shop. Write a code of salespeople for your department.

## 6.2. Managing Customer Service

**Exercise 1.** Focus on the topical vocabulary.

relationship manager [rɪˈleɪʃənʃɪpˈmænɪdʒə] — менеджер по связям с клиентами  
customer demand [ˌkʌstəmə dɪˈmænd] — покупательский спрос

goods show — выставка товаров

to suffer losses [səfəˈlɒsɪz] — нести убытки

motto [ˈmɒtəʊ] *n* — девиз

representative [ˌreprɪˈzentətɪv] *n* — представитель

to be in charge of smth [tʃɑːdʒ] — заведовать чём-л.

rude receptionists [ˈruːd rɪˈsepʃənɪsts] — грубые секретари, ведущие прием посетителей; грубые приемщики

pushy salesmen [ˈpuʃiˈseɪlzmən] — напористые продавцы  
a customer-assurance program [ˌkʌstəmə əˈʃʊərənsˈprəʊgræm] — программа качественного обслуживания покупателей

to appoint smb to a post / position [əˈpɔɪnt...ˈpəʊst / pəˈzɪʃən] — назначать кого-л. на пост / должность  
to hand smth over to smb [ˈhænd...ˈəʊvə] — передавать что-л. кому-л.

issue [ˈɪʃuː] *n* — спорный вопрос

to affect [əˈfekt] *v* — влиять, воздействовать

to arrange [əˈreɪndʒ] *v* — устраивать, подготавливать

shipment [ˈʃɪpmənt] *n* — отправка, погрузка (товаров)

parts *n* = spare parts [ˈspeəˈpɑːts] — запасные части

installation [ɪnstəˈleɪʃən] *n* — установка, монтаж, сборка

assembly process [əˈsembliˈprəʊses] — сборочный процесс

substandard materials [sʌbˈstændəd məˈtɪəriəlz] — нестандартные материалы

scrap [skræp] *n* — металлический лом; *v* — сдавать в лом

involvement [ɪnˈvɒlvmənt] *n* *зд.* — участие, вовлеченность

**Exercise 2.** Try to understand the meaning of the derivatives.

Suffer, suffering; push, pushy; provide, provider, provision; profit, profitable, profitability; cast, casting; divide, division; introduce, introduction; assure, assurance; ship, shipment; install, installation; facility, facilitate; assemble, assembly; friend, friendly; grade, high-grade, low-grade; need, needed; measure, measurement.

**Exercise 3.** Guess what these international words mean.

To balance the interests in business, a service policy, selection of personnel, organization of personnel training, corporate interests, general manager, the result of management, effective measures, management problems, bureaucrats, to affect the product, a position, authority, a phone, to stop the assembly process, to scrap materials, innovative technologies, client-oriented management, visitors, realistic dates, business organizations.

**Exercise 4.** Read the words with the suffix *sub-* (под-) and say what they mean.

Model: subheading — подзаголовок

Subway, submarine, subheading, subsoil; subcommittee, subdivision, subspecies, subclass, subtype; subhuman, subnormal, substandard; subordinate, sub-editor.

**Exercise 5.** Find synonyms in List A and B, C and D.

Model 1: to hand — to give

A. To arrange; to issue, to hand, to deal with, to permit, to respond, to request, to install, to try, to complete, to call, to invite somebody to a party, to buy, to sell machines, to display.

B. To be related to, to let, to mount, to demonstrate, to answer, to ask, to attempt, to finish, to ask somebody to a party, to telephone, to give, to organize, to publish, to phone, to ring up, to trade in machinery, to purchase.

Model 2: honest — fair

C. Rude, angry, courteous, honest, bad, swift, ill-bred, attentive, important, mutually beneficial.

D. Poor, quick, ill-mannered, rough, considerate, significant, mutually advantageous, fair, cross, polite.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

To suffer losses; to satisfy people's needs; the main directions; remuneration of salespeople; respond to complaints; to cast in stone; corporate mottoes; to keep customers happy; poor management; a customer-service representative; a middle-level manager; a low-level manager; to deal with customer complaints; to solve problems; a manufacturing / sales facility; rude receptionists; pushy salesmen; to please customers; to pamper customers; a customer-assurance program; a customer-assurance executive; to be appointed to the post; to be responsible to the general manager; to hand suggestions over to the vice-president; to affect the quality of the product; to make changes; to arrange a shipment of parts; to complete an installation, to change

attitudes of employees; to stop the assembly process; to scrap substandard materials; to keep product quality high; to introduce new technologies, to become company-oriented; involvement of employees.

**Exercise 7.** Choose the correct form of the verb in brackets. Consult §§ 5, 9; 28-31 (Reference Grammar).

A. 1. I \_\_\_ (didn't inform / wasn't informed) of it.  
2. Mr. White \_\_\_ (appointed / was appointed) as Customer Service Manager. 3. The hostess \_\_\_ (introduced / was introduced) me to Mr. Robinson. 4. The shop-assistant \_\_\_ (dismissed / was dismissed) for having been rude to a customer. 5. He \_\_\_ (neglected / was neglected) his duties and \_\_\_ (demoted / was demoted). 6. At that time I \_\_\_ (hoped / hope) for another promotion. 7. Mr. Chapman \_\_\_ (promoted / was promoted) from salesman to manager. 8. The visitor \_\_\_ (offered / was offered) a cigarette and a cup of coffee. 9. Realistic delivery dates \_\_\_ (set and met / were set and met) by the service people. 10. The secretary \_\_\_ (sent / was sent) the customer the latest catalogues and price-lists.

B. 1. How long \_\_\_ (have you been studying / had you been studying) management science? I \_\_\_ (have been taking / will have been taking) management for two years. I \_\_\_ (have been doing / had been doing) it since I was in my first year at university. 2. Mr. Benson \_\_\_ (is living / has been living) in London for a long time. 3. I was very tired because I \_\_\_ (have been working / had been working) all day. 4. By next year he \_\_\_ (will work / will have been working) in the company for twenty years. 5. Mr. Smith \_\_\_ (have been looking / had been looking) for a job for two years before he was employed by a private company. 6. I wondered how long the engineers \_\_\_ (will be working / would be working) at the project when I returned from abroad. 7. They \_\_\_ (have been trading / has been trading) in consumer goods for five years. 8. The visitor \_\_\_ (has

been waiting / had been waiting) for the director for an hour when he came at last. 9. The experts \_\_\_\_ (have been working / has been working) at the contract for two days. 10. The student \_\_\_\_ (have been writing / has been writing) his term paper for a month.

**Exercise 8.** Work in pairs. Speak about actions which began in the past and are still in progress. Use the model and word combinations below.

Model. A: How long has your father been working in the service industry?

B: He has been working in the service industry for five years / since 2003.

To study management, to discuss the terms of payment, to serve the customer, to produce consumer goods, to consider the problem, to work for the company, to develop new products, to teach economics, to draft a contract, to speak at the meeting, to work in the service industry.

**Exercise 9.** Read the text and find out how to manage work with customers.

### Managing Customer Service

In business it is very important to balance the interests of a firm with the interests of customers. If a company does not satisfy people's needs, it will lose its customers and suffer great losses.

American business has been developing for a long time, and it has established traditions of good customer service. Good companies pay special attention to the quality of goods and services they provide. Quality is more important to customers than low prices, because high-grade goods have a longer life. Usually company leadership determines a policy of customer service. But it is not enough. Managers of all departments and all employees must do everything in their power to provide quality products and services. Managing customer service is essential for business

profitability. That's why the best trained professionals are in charge of it.

One of the major responsibilities of a sales manager or relationship manager is to organize good customer service. They carry out a company's policy.

The main directions of the customer service policy are:

- production and selling of high-grade goods;
- selection of skilled and experienced salespeople who like to work for a company and serve customers;
- organization of personnel training;
- organization of serving buyers;
- supervision of customer service;
- remuneration to good salespeople;
- study of customer demand;
- responding to buyers' suggestions and complaints;
- organization of goods shows and advertising campaigns.

According to D.A. Altany, a recognized authority on management, proper customer service is a recipe for success in business for the best American companies.

«The customer knows best» — it's cast in stone in most corporate mottoes. But keeping customers happy is not always easy.

Very often poor quality service is the result of poor management. That's why most companies try to improve it. Some of them have a customer-service representative. He's usually a low-to-middle-level manager in charge of a small department. He deals with customer complaints. But these measures are not always effective. Some companies do even more.

The Furniture Systems Division of Westinghouse Electric Corp., in Grand Rapids, Michigan, has solved management problems successfully. The company has been serving customers for years. At this manufacturing/sales facility there are no rude receptionists, no pushy salesmen, no bureaucrats. Customers are pleased and pampered.

Some years ago the top management introduced a customer-assurance program. Russ Nagel, general manager of Westinghouse Furniture, created the position of vice president-level customer-assurance executive. Charles Lieb was appointed to the post. He is directly responsible only to the general manager and to the customers. Employees hand their suggestions directly over to Mr. Lieb. If any issue affects the quality of the product or a customer's satisfaction, Mr. Lieb has the authority to make changes. He gives customers his home phone number. Sometimes he leaves weekend parties to arrange a shipment of parts needed to complete an installation. He often calls customers during and after an installation — just to make sure they are happy.

It was very difficult to change attitudes of employees at all levels of the organization. Sometimes the assembly process was stopped and substandard materials were scrapped to keep product quality high. New technologies were introduced.

These measures have paid off. The company has become customer-oriented thanks to good management and involvement of all the employees.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

Удовлетворять потребности людей; нести большие убытки; уделять особое внимание качеству товаров и услуг; делать все, что в их силах; главные обязанности менеджера отдела сбыта и менеджера по связям с клиентами; осуществляют политику компании; обучение персонала; вознаграждение хорошим продавцам; плохое обслуживание клиентов; представитель компании по обслуживанию клиентов; производственно-торговое предприятие; непосредственно подчиняется; передавать предложения; просто убедиться, что они счастливы; увлеченность всех сотрудников работой.

**Exercise 11.** Answer the following questions in pairs.

1. What are the main directions of the customer service policy?
2. Do you agree that poor quality service is the result of poor management?
3. Who is in charge of customer service in most good companies?
4. What position was created at Westinghouse Furniture?
5. Who is Mr. Lieb responsible to?
6. What are Mr. Lieb's duties?
7. What difficulties did Mr. Lieb have to overcome?

**Exercise 12.** Tell the group about how to make a company customer-oriented. What would you do to make your customers happy?

**Exercise 13.** Look at the phrases which could be mottoes for a good company. Which motto would you choose? Why? Think of a motto of your own.

1. Treat the customer like a king.
2. Honesty is the best policy.
3. The customer knows best.
4. The customer is always right.

**Exercise 14.** Look through the list of phrases characteristic of a polite, friendly, and respectful language which may be used when customers are served.

#### In the Shop

1. Can I help you?
2. What can I do for you?
3. I'm at your disposal.
4. Would you like...?
5. Can I give you a piece of advice?
6. Thank you for shopping.
7. Thank you for your custom.



8. Come again.
9. You're always welcome.
10. Satisfaction Guaranteed.

## At the office

1. Come in, please.
2. Come this way, please.
3. Will you sit down?
4. Make yourself comfortable.
5. We're (I'm) glad to see you.
6. How are you? — Fine, thank you. And you? — Very well, thank you.
7. Would you like a cigarette?
8. Would you like a cup of coffee?
9. Help yourself to the sandwiches.
10. May I ask you a question?
11. Could you tell me...?
12. I'd like to ask you (to do smth).
13. Thank you for waiting so patiently.
14. Here are our latest catalogues.
15. Here are the samples.
16. I'd like to invite you to lunch.
17. I hope our cooperation will be mutually beneficial.
18. I'm looking (I look) forward to seeing you soon.

**Exercise 15.** Act out the dialogues.

## 1. In the shop

Salesgirl: Good morning. Can I help you?  
 Customer: Yes, I want a dress.  
 Salesgirl: What colour?  
 Customer: Black.  
 Salesgirl: What size?  
 Customer: Size 8.  
 Salesgirl: Here's a nice dress. It's the latest fashion.  
 Customer: Yes. But this dress is too short.  
 Salesgirl: Here is another one.

Customer: This dress is too large. Have you got them in a smaller size?

Salesgirl: Yes. Try this dress on. The colour suits you. You're looking smart.

Customer: How much is it?

Salesgirl: £20.

Customer: I'm buying the dress. Here's the money.

Salesgirl: Thank you for shopping.

## 2. In the office

Adams: Good morning, Mr. Bobrov.

Bobrov: Good morning, Mr. Adams. Nice to see you again. Sit down, please. How are you?

Adams: Fine, thank you. And you?

Bobrov: Very well, thank you. Have a cigarette.

Adams: No, thank you. I don't smoke.

Bobrov: Tea? Coffee? Cola?

Adams: Cola, please. It's very hot.

Secretary: Here you are.

Adams: Thank you. Let's get down to business. I'd like to discuss the prospects for our cooperation.

Bobrov: Would you like to buy coal from our company?

Adams: Yes. We have studied your advertisement leaflets and price lists. We are ready to begin preparations for our talks.

Bobrov: Good. Mr. Adams, I invite you to dinner at my house.

Adams: Thank you for your invitation. I'll be glad to meet your family.

**Exercise 16.** Have you ever been abroad? What countries have you visited? Write about customer service in shops, cafes, hotels, offices in these countries.

### 6.3. Customer Service in Russia

**Exercise 1.** Focus on the topical vocabulary.

customer service ['kʌstəmə'sɜ:vɪs] — обслуживание потребителей

laundry ['ləʊndri] *n* — прачечная

repair shop [ri'pəɪ, ʃɒp] — ремонтная мастерская

inadequate [in'ædɪkwɪt] *a* — не соответствующий чему-л., не отвечающий требованиям

low-grade [ləʊ'greɪd] *a* — низкосортный

unattractive [ʌnə'træktɪv] *a* — непривлекательный

staple goods ['steɪpl, ɡʊdz] — массовые товары, основные товары

scarce [skeəs] *a* — дефицитный, недостающий

queue [kju:] *n* — очередь; *v* — стоять в очереди

competition [kəm'pi'tɪʃən] *n* — конкуренция, соревнование

service business ['sɜ:vɪs 'bɪznɪs] — предприятие сферы обслуживания

Muscovite ['mʌskəvaɪt] *n* — москвич

counter ['kaʊntə] *n* — прилавок, стойка (в баре)

shift [ʃɪft] *n* — смена

relations [rɪ'leɪʃənz] — отношения

rotation [rəʊ'teɪʃən] *n* — ротация (кадров)

guarantee [ɡə'ren'ti:] *n* — гарантия; *v* — гарантировать

joyful atmosphere ['dʒɔɪfʌl 'ætməsfiə] — радостная атмосфера

attentive concern [ə'tentɪv kən'sɜ:n] — внимательное отношение

fellow worker ['feləʊ 'wɜ:kə] — сослуживец, товарищ по работе

superior [sju:'piəriə] *n* — начальник, вышестоящий

rank-and-file workers ['ræŋk ænd 'faɪl] — рядовые работники

strenuous ['strenjuəs] *a* — напряженный, трудный

**Exercise 2.** Try to understand the meaning of the derivatives.

Custom, customer; compete, competitor, competition; travel, traveller, travelling; attract, attractive, unattractive; establish, establishment; prevail, prevailing; continue, continuous; qualify, qualification; rotate, rotation; joy, joyful; scarce, scarcity; accord, accordance, according; flexible, flexibility; fellow, fellowship; diligent, diligence; superior, superiority; fry, fried, fries.

**Exercise 3.** Guess what these international words mean.

Students of colleges, standards of intensity, a restaurant hall, Muscovites, to start a career, to occupy managerial positions, to demonstrate the efficiency of the personnel policy, a scheme, the Soviet system, to organize training, moral and material stimuli, the qualification of the personnel, constant rotation of the personnel, horizontally, vertically, a system of social guarantees, personal interests, a business firm, concrete, finally, vision, a democratic atmosphere, natural.

**Exercise 4.** Find synonyms and synonymic word combinations in lists A and B, C and D.

Model 1: hard — burdensome

A. Top, medium, joyful, constant, hard, continuous, kind, attentive, easy.

B. Permanent, middle, unbroken, good, simple, cheerful, caring, upper, burdensome.

Model 2: to begin to work — to start a career

C. To recall, to begin to work, to occupy a position, thanks to, to return home, to raise the qualification level.

D. To be reduced, owing to, come back to one's Motherland, to improve the skills, to recollect, to start a career, to hold a post.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

A Russian-Canadian joint venture, secondary technical schools, to learn to smile, without a break, to work according to Western standards, Muscovites aged 25-30, the top level, the medium level, to return home, foreign workers, since the Soviet times, a flexible system of payment by the hour, to organize people into teams, moral and material incentives, continuous training, to raise the qualification level of the personnel, in the first place, the kind and joyful atmosphere at the work place, the attentive concern among fellow workers, the democratic relations between the superiors and rank-and-file workers, strenuous work, to make work relatively easy.

**Exercise 6.** Complete the sentences with the prepositions *among, at, between, by, from, in, into, of, without* where necessary.

1. A friend of mine works ... a restaurant ... Pushkin Square. 2. There were many people ... the restaurant hall. 3. Salespeople must smile ... customers eight hours ... a day ... a break. 4. Thanks ... the position held ... her ... McDonald's, Ann has met many people. 5. The number of Canadians working ... the restaurant has dropped ... 60 ... 8. 6. Employees are paid ... the hour. 7. People are organized ... teams. 8. Service people must learn to work according ... Western standards ... intensity and quality. 9. She has many things to do ... the work place... 10. Once ... home the woman felt tired. 11. The manager succeeded ... improving service ... the help ... continuous training and raising the qualification level ... the staff. 12. I was impressed ... attentive concern ... the employees and good relations ... the superiors and rank-and-file workers.

**Exercise 7.** Complete the sentences with the proper forms of the verbs. Use the Perfect Tenses. Consult §§ 20, 24 (Reference Grammar).

1. The catalogues \_\_\_ just \_\_\_ /to return/ to the secretary. 2. It \_\_\_ just \_\_\_ /to begin/ raining. 3. It \_\_\_ already \_\_\_ /to stop/ snowing. 4. The invitations \_\_\_ already \_\_\_ /to send/ today. 5. She \_\_\_ /to hold/ the position as manager for three years. 6. They \_\_\_ /to be/ happy since they got married. 7. The delegation \_\_\_ /to meet/ at the airport. 8. The customer \_\_\_ already \_\_\_ /to serve/. 9. The customer \_\_\_ /to chose/ a pair of shoes. 10. I think the manager \_\_\_ /to speak/ to the salesgirl. She's so excited.

### Exercise 8.

I. Read these sentences and express the same in Russian. Consult § 48 (Reference Grammar).

Model: I wish we had good service in our shops, cafes and restaurants. Я хотел бы, чтобы в наших магазинах, кафе и ресторанах было хорошее обслуживание.

1. I wish people got their wages and salaries on time. 2. I wish I studied management in the USA. 3. I wish the prices were not so high. 4. I wish I knew the customer's telephone number. 5. I wish I could help you. 6. He wished he took a holiday. 7. I wish I went to the cocktail party. 8. I wish I had a well-paid job. 9. I wish I made a lot of money. 10. I wish I were a millionaire.

II. Say the following in English. Use Subjunctive I.

Хотел бы я, чтобы продавцы с уважением относились к покупателям.

чтобы в магазинах продавались высококачественные товары.

чтобы продавцы не обманывали покупателей.

чтобы жалобы покупателей рассматривались вовремя.

чтобы официанты хорошо обслуживали посетителей.

чтобы официанты улыбались посетителям.

чтобы начальники хорошо относились к подчиненным.

чтобы подчиненные понимали начальников.

чтобы служащие хорошо выполняли свои обязанности.

III. Say that you regret something that doesn't take place in the present.

### Exercise 9.

I. Read these sentences and express the same in Russian. Consult § 48 (Reference Grammar).

Model: I wish I had visited McDonald's. Жаль, что я не был в «Макдональдс».

1. The visitor wished he had spoken to the manager.
2. Do you wish you had studied English properly at the institute?
3. The director wished he hadn't signed the contract.
4. The man wished he had not done it.
5. I wish I hadn't gone to the exhibition.
6. I wish the weather hadn't been so bad.
7. He feels sick. He wishes he hadn't eaten and drunk so much.
8. I'm tired. I wish I hadn't worked so much.
9. Mr. Brown wished he had been rewarded for his work.
10. I wish I hadn't borrowed the money from her. She wishes she hadn't lent me the money.

II. Say the following in English. Use Subjunctive II. Жаль, что я пошел в этот магазин.

я купила это платье.

он заболел (to fall ill).

я остановился в этой гостинице (to stay at this hotel).

она не прочитала это объявление в газете.

я не получил эту работу.

Я жалею, что был груб с посетителем.

не помог вам тогда.

не отреагировал на предложение покупателя.

не уволил вас.

не понизил ее в должности.

III. Say that you regret something happened or didn't happen in the past.

**Exercise 10.** Are you satisfied with customer service in Russia? Do you want treating shoppers, customers in cafes, guests in hotels, clients in banks to be excellent? Read the text to find out how customer service is organized in successful companies.

### Customer Service in Russia

In the Soviet times, the customer service in most shops, laundries, repair shops, cafes, restaurants, and travel agencies was inadequate. Factories and plants produced low-grade, unattractive goods. Repair shops often didn't have enough spare parts. Staple goods and food products were scarce, there were long queues in shops. All that caused bad customer service. Of course, there were good enterprises and service establishments, but they were not prevailing.

Due to the transition of the country to market economy, the situation in the services sector is changing for the better. Many private and state-owned factories produce quality goods, and many service businesses provide good services. Competition makes producers and service personnel improve their work. But the process is still in progress. We have a lot of things to do if we want to bring the Western culture of customer service to Russia.

In economics departments of universities and business schools students and managers must learn how to organize companies and serve customers properly. It is important to advertise the ideas of good customer service in mass media. The experience of successful Western companies can help Russian businessmen to improve their work.

At present, there are a lot of foreign firms and joint ventures in Russia. One of the most successful companies is McDonald's, a Russian-Canadian joint venture. McDonald's chain restaurants are found all over the country and



are very popular with customers. In Moscow the customer service at the restaurants accord with McDonald's standards of quality thanks to staff training.

A lot of Russian students of colleges and technical schools have been trained as service personnel since the time the restaurant was opened. The company employs Muscovites aged 25-30. The young people have been trained to work according to Western standards of intensity and quality. They have learnt to smile eight hours a day without a break. Muscovites work in the kitchen, at the counter, in the restaurant hall. Some of the employees, who started their careers there, have been promoted to higher positions. They are now managers of the top and medium level at the restaurant. They occupy managerial positions formally held by Canadians. Most of the Canadian managers have returned home.

The company's personnel policy is based on the following principles:

- a flexible system of payment by the hour,
- people are organized in teams,
- moral and material incentives,
- continuous training and raising the qualification level of the staff,
- constant rotation of the personnel horizontally and promotion vertically,
- a system of social guarantees.

This system has been known to us since the Soviet times, but it really works.

The interests of the customer are in the first place, then those of the company, after that, the interests of the team or shift and, finally, the worker's interests. The employees have to work hard. They are never late for work. They smile at customers. Hamburgers, fries and soft drinks, which are traditional McDonald's foods, are served very quickly.

Though the work is strenuous, and the service people are often tired, they like to work at the restaurant. The

atmosphere at the work place is kind and joyful. They like the attentive concern among the fellow workers and the democratic relations between the superiors and rank-and-file workers. This atmosphere makes hard work relatively easy. But the main thing is that the diligent and enthusiastic service people make their customers happy.

**Exercise 11.** Find in the text the equivalents of these words and word combinations.

Бюро путешествий; стало причиной; благодаря переходу страны к рыночной экономике; частные и государственные фабрики; производят качественные товары; предоставляют качественные услуги; конкуренция; хорошо обслуживать клиентов; средства массовой информации; почасовая оплата; бригады; повышение квалификации персонала; трудолюбивый и увлеченный работой обслуживающий персонал.

**Exercise 12.** Answer the following questions in pairs.

1. What is the situation in the Russian service sector?
2. Who are employed at McDonald's?
3. What skills have the employees learned?
4. Are customers served according to Western standards?
5. What measures have helped to organize good customer service at McDonald's?
6. Whose interests are in the first place at the restaurant?
7. Do customers enjoy eating at McDonald's?
8. Do employees like working at the restaurant?

**Exercise 13.** Work in pairs. Compare the customer service in McDonald's with the service in cafes and restaurants owned by Russian businessmen.

**Exercise 14.**

I. Read these sentences and express the same in Russian. Consult § 49 (Reference Grammar).

Model: I wish you would speak to the customers politely.  
Я бы хотел, чтобы вы вежливо разговаривали с покупателями.

1. I wish someone would help me to serve the customers. 2. It is raining heavily. I wish it would stop raining. 3. I wish you wouldn't drop litter in the room. 4. I wish you would be more attentive. 5. It's windy today. I wish the weather would change. 6. I wish you wouldn't be late. 7. I wish you would pay more attention to your appearance. 8. I wish my subordinates would never tell me lies. 9. I wish you wouldn't leave the window open. 10. I wish the employees would work harder.

II. Say the following in English.

Я бы хотел, ...чтобы вы не разговаривали грубо с клиентами.

...чтобы вы отвечали на жалобы покупателей вовремя.

...чтобы вы следили за дисциплиной в своем отделе.

...чтобы посетители не жаловались на вас за плохое отношение (to complain about your bad attitude).

...чтобы служащие одевались аккуратнее (to dress more neatly).

...чтобы продавцы всегда улыбались покупателям.

...чтобы покупатели были довольны (to be pleased with) обслуживанием в нашем магазине.

...чтобы в нашем кафе интересы посетителей стояли на первом месте.

III. Say that you want something to happen or not to happen in the present.

**Exercise 15.** Read the poem by Caroline Graham. Have you ever been in such an unpleasant situation? What

can a customer do to save his / her face and not to lose money?

### More Bad Luck

The bread was stale,  
It was four days old.  
The milk was sour,  
The coffee was cold.  
The butter was rancid,  
The steak was tough.  
The service was dreadful,  
The waiter was rough.  
My bill was huge,  
His tip was small.  
I'm sorry I went  
To that place at all.

**Exercise 16.** Write how you would like to organize customer service in your plant / shop / restaurant.

### Exercise 17. Role-play.

1. Roles: a manager, an employee.

A manager of a sales department instructs a new employee in serving customers. The employee promises to do his/her best.

2. Roles: a shop-assistant, a customer.

A shop-assistant in a department store helps a customer to choose a suit. The customer tries on some suits and buys one.

3. Roles: a manager, a secretary, a salesgirl.

A manager of a shoe department in a department store receives a letter of complaint from an old lady. The lady is dissatisfied with the service at the department. The manager summons the salesgirl who served the customer to report on the incident. The salesgirl admits that she was not right.

## 4. Roles: a manager, a customer.

A businessman comes to a company specializing in mining equipment. He wants to buy cutter-loaders from the company, but he hesitates. A sales manager greets the customer, offers him a seat and soft drinks. He / she shows him the latest catalogues and price-lists and tries to convince the customer that their equipment is worth buying.

## UNIT 7

### MISTAKES IN MANAGEMENT

#### 7.1. Mismanagement in Industry

**Exercise 1.** Focus on the topical vocabulary.

- mismanagement [mis'mænɪdʒmənt] *n* — плохое, неправильное управление
- prevention [prɪ'venʃən] *n* — предупреждение, предотвращение
- cure [kjʊə] *n* — лечение, *v* — лечить
- delay [di'leɪ] *n* — отсрочка, *v* — откладывать
- to cause mistakes / errors [kɔ:z 'erəz] — вызывать ошибки, быть причиной ошибок
- to learn from mistakes — учиться на ошибках
- a glaring mistake ['gleəriŋ] — грубая ошибка
- to admit mistakes [əd'mɪt] — признавать ошибки
- to misjudge [mis'dʒʌdʒ] *v* — недооценивать, неверно оценивать
- misjudgement [mis'dʒʌdʒmənt] *n* — неправильное мнение, суждение; недооценка
- loss [lɒs] *n* — потеря; урон; убыток
- ego ['egəʊ] *n* — я (сам); *шутл.* — собственная персона
- to investigate [ɪn'vestɪɡeɪt] *v* — расследовать, исследовать
- to point out ['pɔɪnt 'aʊt] *v* — указывать, обращать внимание
- finished product ['fɪnɪʃt 'prɒdʌkt] — готовая продукция

consumer goods [kən'sju:mə 'gudz] — потребительские товары

to warn [wɔ:n] *v* — предупреждать

components [kəm'pəunənts] — детали, части

manufacturing [mænju'fæktʃəriŋ] *n* — производство, выделка, обработка; обрабатывающая промышленность

favouritism ['feivərɪtɪzəm] *n* — фаворитизм

emphasis [ˈemfəsɪs] *n* — ударение, акцент, подчеркивание

to put much emphasis = to lay special emphasis [ˈleɪ 'speʃəl] — усиленно подчеркивать; придавать особое значение

to make the scapegoat ['skæpɡəʊt] — делать козлом отпущения

outsider [aʊt'saɪdə] *n* — посторонний человек

supplier [sə'plaɪə] *n* — поставщик

supply [sə'plaɪ] *n* — снабжение, поставка; *v* — снабжать

to deliver [dɪ'lvɪə] *v* — доставлять, снабжать

delivery [dɪ'lvɪəri] *n* — доставка, снабжение

to coddle (up) ['kɒdl ('ʌp)] *v* — ухаживать; нянчиться

without charge [wɪ'daʊt 'tʃɑ:ʒ] — бесплатно

to charge customers ['tʃɑ:ʒ] — взимать плату с покупателей

to get (got) rid of smb [rɪd] — избавляться от кого-л.

golden mean [gəʊldn 'mi:n] — золотая середина

downturn ['daʊntɜ:n] = recession [rɪ'seʃən] *n* — (экономический) спад, рецессия

drawback ['drɔ:bæk] = shortcoming ['ʃɔ:t kʌmɪŋ] *n* — недостаток

cutback ['kʌtbæk] *n* — уменьшение, сокращение, понижение

fall behind ['fɔ:l bi'hænd] = lag behind ['læg] *phr v* — отставать

**Exercise 2.** Try to understand the meaning of the derivatives.

Prevent, preventive, prevention; lose, loss; build, building, builder; investigate, investigator, investigation;

favour, favourite, favouritism; surround, surrounding, surroundings; supply, supplier; invest, investment, investor; technology, technological, technologically; avoid, avoidable, avoidance; respect, respected; glare, glaring; regard, regarding; warn, warning; current, currently; down, downturn; exaggerate, exaggeration.

**Exercise 3.** Guess what these international words mean.

Industry managers, critical analysis, to recruit personnel, staff recruitment, to ruin a company, results, colossal egos, companies' directors, electronic business, components of the finished product, preventive measures, to prevent favouritism, to analyze facts, to discuss typical problems, capital investment, machines, Japanese and Korean firms, the Asian region.

**Exercise 4.** Read the verbs and nouns with the prefix *mis-* and say what they mean.

Model: a) misgovern — плохо управлять

b) misgovernment — плохое управление

Miscalculate, miscount, misdo, misfit, misgovern, misjudge, mismanage, misprint, mispronounce, misread, misrepresent, mistake, misunderstand, misuse, miswrite.

Miscalculation, miscount, misdoing, misfit, misgoverning, misjudgement, mismanagement, mispronunciation, misrepresentation, mistake, misunderstanding, misuse.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

To make mistakes; to make errors; to learn from mistakes, to cause mistakes; a critical issue; to be able, to be unwilling; victims of poor market research; to misjudge buyers; to misjudge the market; misjudgement of the market; executive recruitment; yes men; to hire people; to admit mistakes; with regard to such people; building components; at a lower price; to point out that...; finished



product; to jump into the consumer-goods field; even though; to warn people; to do business; to produce poor quality products; to investigate the cost; delivery dates; to lose an order; to result in losses; a sales oriented company; to lose money; to put much emphasis on something; to pay attention to something; to listen to outsiders; to ignore experts' advice; to learn valuable lessons; to improve customer service; to sell machines; to coddle customers; without charge; to charge customers.

**Exercise 6.** Choose the correct variant in brackets. Consult § 3 (Reference Grammar).

1. He decided to take \_\_\_ (— / a) legal advice. 2. She provided me with \_\_\_ (a very interesting piece of / a very interesting) information about her company. 3. Intelligence \_\_\_ (is / are) \_\_\_ (— / an) information that is gathered by the government or the army about their country's enemies and their activities. 4. All knowledge \_\_\_ (come / comes) to us through our senses. 5. No news \_\_\_ (are / is) good news. 6. I've got \_\_\_ (some / a) good news for you. 7. Where \_\_\_ (is / are) the money? \_\_\_ (They are / It is) on the table. 8. There was \_\_\_ (little / few) furniture in the office. 9. Listen to \_\_\_ (a / some) dance music. 10. My colleague is making \_\_\_ (a / -) good progress with his English. 11. The director gave me \_\_\_ (a / -) permission to go. 12. The secretary put \_\_\_ (some / a few) fruit on the desk.

**Exercise 7.** Read these sentences and express the same in Russian. Consult § 33 (Reference Grammar).

1. The secretary wasn't sure if the director would return to the office. 2. I wonder if you're ready. 3. He wasn't sure whether he was right. 4. The man asked if the train had already left. 5. Tell me, please, whether you'll be able to join us tomorrow. 6. Do you know if the delegation has already arrived? 7. I didn't know if the salesman had been fired. 8. The manager asked the woman if she could type. 9. The policeman asked if I had a driving licence. 10. The

official asked me if I had had any serious disease or physical or mental disorder. 10. The manager enquired whether I was married. 11. I don't know if I will be allowed to take a holiday this month.

**Exercise 8.** Work in pairs. Answer the questions below according to the model.

Model: A: Is Mr. Brown available?

B: I am afraid I don't know if he is available.

1. When will the manager return? 2. Is the director busy? 3. Is the boss back yet? 4. Who will take part in the negotiation? 5. Is Mr. Jones available? 6. Who chaired yesterday's conference? 7. Has the delegation arrived? 8. Was the contract signed yesterday? 9. What did the manager say at the meeting?

**Exercise 9.** Read the text and find out what causes ill management. Say if the list of executives' errors is exhaustive. Can you add anything?

### Mismanagement in Industry

As an English proverb goes, he who makes no mistakes makes nothing. But errors in management may cost companies a lot of money, and very many people may suffer. Sometimes it is too late to correct errors.

First of all, it is essential to find out if any mistakes have been made in running a company. Executives should analyse their work and clearly understand positive and negative effects of their activity. If it is possible to correct a mistake, it must be done without delay.

But it is safer to avoid mismanagement than to correct mistakes. Prevention is better than cure. That's why experts in management classify and explain typical managerial errors in different sectors of economy.

T. M. Rohan, a respected authority on management, believes that there are some causes of mismanagement in American industrial companies.

In industry managers sometimes make mistakes. One of the most critical issues for managers is whether they are able or unwilling to learn from their mistakes. It's important to understand what commonly causes errors in management and not to repeat them in future. What mistakes are avoidable?

Some managers become victims of poor market research. Others misjudge their potential buyers. According to some American experts in executive recruitment, a glaring mistake many managers make is surrounding themselves with yes men. They hire those who take orders — or they let them go. And then they ruin their companies. Sometimes other mistakes result in losses for companies.

*Egos.* Some executives just have colossal egos and can never admit their mistakes. With regard to such people, their companies' directors should investigate and make changes before it's too late.

One company in the electronic business was building components for other builders to use and put their names on. Management there never thought the Japanese or Koreans could build better quality at a lower price, even though some people within their own company pointed out it was already starting to happen.

They decided to start making the rest of the components of the finished product themselves and thus jump into the consumer-goods field — even though their own customers warned them they were getting parts from Asia.

It was very difficult to this sales-oriented company to jump into manufacturing. The company lost much money because of poor management.

*Favoritism.* Another source of management mistakes is putting too much emphasis on how certain people fit into the culture of a company. No attention is paid even to their mistakes. Other people are made the scapegoats for any mistake.

*Outsiders' advice.* There are also errors made by listening (or not listening) to outsiders. Their opinions

should be analyzed and discussed. Some experts' advice should be ignored. On the other hand, there are many «outsiders», from whom management can learn valuable lessons. Very often suppliers' suggestions help to improve customer service.

*Bad business.* Sometimes companies can't do business well. They produce low quality products. Or they don't investigate the real cost of the product at the market. Or they can't work with customers.

Here are some examples.

Some suppliers sold more than they could and didn't make promised delivery dates. They never told the customer, because they didn't want to lose the order. This resulted in losses for both companies.

One company tried to sell \$100,000 machines to an industry whose major capital investment was \$600 machines. It wasn't successful, though the product was technologically new. This mistake was caused by misjudging the market.

At another company they used to coddle their customers too much. Typically, if a customer told them he made a small mistake on a design and wanted it changed, they would do it without charge. But they found some of these changes were costing them \$10,000 and three weeks delay in delivery. So they started charging customers, as most others in their business already did. The results were good.

In the current period of recession, most companies have found themselves in a hopeless or critical situation. Many firms have gone bankrupt and had to stop their business activities. Others have reduced the rate of production and suffered great losses. A great many of people have become unemployed.

Experts single out a number of specific errors in management during the downturn. On the one hand, the crisis has revealed and visualized the drawbacks characteristic of any period of economic development: poor assessment of market tendencies, mistakes in estimation of demand

and supply, errors in production management and quality control, shortcomings in work organization, staff management, and customer service.

On the other hand, the crisis has caused some strategic errors in business management. In the present uncertain times, many CEOs are not able to adapt to the existing conditions and change their strategy. Some of them are not ready to save and cut expenditures. For others it is difficult to fire workers. Sometimes CEOs are not able to assess the situation soberly: they either exaggerate the menace to the company or overestimate the difficulties and raise a panic.

There are firms economizing on research and development investments. Most experts claim that it is a great strategic error which can cause loss of market share and lagging behind competitors.

During the downturn company leaders must be wise to act according to crisis scenarios and take effective steps to survive.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

Положительное и отрицательное воздействие их деятельности; безотлагательно; исправлять ошибки; обычно; объясняют типичные ошибки в управлении; не готовы учиться на ошибках; плохое исследование рынка; недооценивают потенциальных покупателей; губят свои компании; приводят к потерям; огромное сомнение; не могут признать свои ошибки; остальные детали готовой продукции; неожиданно переключиться на производство; продать машины стоимостью 100 тысяч долларов; задержка поставки товаров на три недели; в нынешний период рецессии; обанкротились; оценка спроса и предложения; управление персоналом; стратегические ошибки в управлении коммерческим предприятием.

**Exercise 11.** Answer the following questions in pairs.

1. What are the most common mistakes in business?
2. What should executives do to avoid mismanagement?
3. Why must company directors get rid of managers having colossal egos?
4. What is favouritism in management?
5. What is the proper attitude to outsiders' advice?
6. The golden mean is good in treating customers. Do you agree? Prove it.
7. What managerial errors has the current recession caused?

**Exercise 12.** Read the information about production management and the manager's lines of activity in companies. What are the 5M's? What responsibilities mustn't be neglected in manufacturing industries?

### Production Management

Production management involves planning and control of industrial processes to ensure that they move smoothly at the required level. Techniques of production management are employed in service as well as in manufacturing industries. It is a responsibility similar in level and scope to other specialties such as marketing or human resource and financial management. In manufacturing operations, production management includes responsibility for product and process design, planning and control issues involving capacity and quality, and organization and supervision of the workforce.

Production management's responsibilities are summarized by the «five M's»: men, machines, methods, materials, and money. «Men» refers to the human element in operating systems. Since the vast majority of manufacturing personnel work in the physical production of goods, «people management» is one of the production manager's most important responsibilities.

The production manager must also choose the machines and methods of the company, first selecting the equipment and technology to be used in the manufacture of the product or service and then planning and controlling the methods and procedures for their use. The flexibility of the production process and the ability of workers to adapt to equipment and schedules are important issues in this phase of production management.

The production manager's responsibility for materials includes the management of flow processes — both physical (raw materials) and information (paperwork). The smoothness of resource movement and data flow is determined largely by the fundamental choices made in the design of the product and in the process to be used.

The manager's concern for money is explained by the importance of financing and asset utilization to most manufacturing organizations. A manager who allows excessive inventories to build up or who achieves level production and steady operation by sacrificing good customer service and timely delivery runs the risk that overinvestment or high current costs will wipe out any temporary competitive advantage that might have been obtained.

**Exercise 13.** Identify the correct meaning of these words from the text.

1. Manufacturing personnel:

- a) fabrication staff;
- b) working people;
- c) technical people.

2. Flexibility:

- a) an ability to function without breakage;
- b) an ability to change and adapt easily;
- c) production operations.

3. Raw materials:

- a) finished products;
- b) natural substances used to make something in industrial processes;

c) ready-made things.

4. Utilization:

- a) recycling;
- b) processing;
- c) exploitation.

**Exercise 14.** Read the article about management during the current recession. What managerial mistake does the author single out? What is the main idea of the text?

There is a general rule in business life: market share is won or lost during transitions. These periods can be times of technological or economic change, or when buying habits or other norms shift suddenly with a new generation. For example, the movement to digital from film cameras abruptly moved market share to Sony from Kodak. When American switched to fuel-efficient cars from SUV's, Toyota won customers from Detroit.

We should expect to see similar changes in market share as companies respond differently to the financial crisis. The analyst community will be lauding major cutbacks in spending and head counts, and moderating production capacity to align with demand makes sense. But companies that cut back on research and new product development do so at their peril. In the high-tech marketplace, for instance, companies that cut deep into R&D will probably fall behind competitors who continue to invest. In autos, aerospace, consumer electronics and many other industries, the same imperative holds true: you cannot save your way out of recession, you can only invest your way out.

The United States has put itself into something of a competitive struggle with other countries in part by cutting back on investments in basic research in the physical sciences over the past two decades. It makes no sense to repeat this mistake at the corporate level.



CEOs must screw up their courage to buck the conventional wisdom of Wall Street and invest through the downturn (after all, by now we should recognize that Wall Street is hardly wise). It's time for long-term thinking in an environment that has too often been dominated by quarterly statements.

**Exercise 15.** Look through the text again and find synonyms for the following words and word combinations.

Market segment, change, economical automobiles, reduction, to lag behind, rivals, to oppose, downturn, barely sensible.

**Exercise 16.** Explain the meaning of some English proverbs dealing with bad work, mistakes and their correction. Find the corresponding Russian proverbs.

1. A bad workman always blames the tools.
2. Don't carry coals to Newcastle.
3. God helps those who help themselves.
4. It is never too late to learn.
5. It is never too late to mend.
6. Jack of all trades and master of none.
7. Live and learn.
8. Prevention is better than cure.
9. Practice makes perfect.

**Exercise 17.** Find information about management of a company in the period of recession. Analyze typical mistakes.

## 7.2. Ways to Make Management Effective

**Exercise 1.** Focus on the topical vocabulary.

willing ['wɪlɪŋ] *a* — готовый (охотно) (сделать что-л.)  
to get smb to do smth — заставлять кого-л. делать что-л.

to stem (from) [stem] *v* — происходить, возникать (в результате)  
to bring in a profit ['brɪŋ ɪn ə 'prɒfɪt] — приносить доход  
to meet the demands of ['mi:t...dɪ'mændz] — удовлетворять требованиям  
market research — изучение рыночной конъюнктуры, изучение возможностей рынка  
market analysis — анализ рынка, анализ рыночной конъюнктуры  
stagnation [stæg'neɪʃən] *n* — застой, стагнация  
article ['ɑ:tɪkl] *n* — предмет, вещь, товар; статья  
article design [ɑ:tɪkl dɪ'zain] — дизайн, внешний вид товара  
alliance [ə'laɪəns] *n* — союз, объединение, слияние, интеграция  
to merge [mɜ:ʒ] *v* — поглощать; сливать(ся), соединять(ся)  
merger ['mɜ:ʒə] *n* — объединение (компаний, предприятий)  
mergee [mɜ:ʒi:] *n* — одна из объединяющихся компаний  
to acquire [ə'kwɪə] *v* — приобретать, получать; купить  
acquisition [ækwi'zɪʃən] *n* — приобретение  
to collaborate [kə'læbəreɪt] *v* — сотрудничать  
collaboration [kə'læbə'reɪʃən] *n* — сотрудничество  
partnership ['pɑ:tnəʃɪp] *n* — партнерство  
to take over ['teɪk əvə] *phr v* — присоединять (фирму)  
takeover ['teɪk əvə] *n* — приобретение контрольного пакета акций (какой-л. компании другой компанией); слияние компаний; поглощение одной компанией другой  
to operate at a profit ['ɒpəreɪt] — работать с прибылью  
mediocre ['mi:diəʊkə] *a* — посредственный  
space [speɪs] *n* — пространство, место  
to empower [ɪm'paʊə] *v* — уполномочивать; давать возможность, право  
to participate in [pɑ:'tɪsɪpeɪt] *v* — участвовать в

corporate management-improvement program [*'kɒpəɪt məˌnɪdʒmənt ɪmˈpruːvmənt ˈprɒɡræm*] — корпоративная программа повышения квалификации менеджеров

**Exercise 2.** Try to understand the meaning of the derivatives.

Willing, willingly, willingness; correct, correction; merge, mergence, merger, mergee; partner, partnership; collaborate, collaborator, collaboration; acquire, acquisition; person, personal, personality; power, powerful, empower; participate, participation; perfect, perfection; recess, recession; meet, meeting; survive, survival; constant, constantly; trouble, troubled; deep, deepen; conserve, conservation; dismiss, dismissal; ally, alliance; conclude, conclusion; know, knowledge, knowledgeable.

**Exercise 3.** Guess what these international words mean.

An American expert in management, industrial products, to direct business activity, company personnel, industrial production, an intuition for business ideas, sectors of economy, services, constantly, stagnation, business firms, perspectives, to organize service, to balance the interests of a company and clients, the correct business strategy and tactics, bankruptcy, planning, finance, manufacturing, marketing, to form corporate alliances, corporate partnerships, the democratic style of leadership, to operate, cooperation, to manage subordinates, modern effective leaders, creative professionals, to maximize productivity, to stimulate productivity, to inform subordinates, a professional career, theory and practice.

**Exercise 4.** Form adjectives from nouns using the negative suffix *-less*.

Model: use — useless — польза — бесполезный

Help, use, mother, father, hope, care, tact, job, home, friend, power.

**Exercise 5.** Find synonyms in List A and B, C and D, E and F.

Model 1: to destroy — to ruin

A. To meet the demands, to survive, to improve, to destroy, to do one's best, to direct, to look for, to merge, to be a representative, to acquire, to bring in a profit, to hire, to promote, to operate, to fire, to encourage, to link, to collaborate.

B. To ruin, to manage, to cooperate, to search for, to produce a profit, to help, to stimulate, to employ, to dismiss, to meet the requirements, to join together, to work, to gain, to connect, to make better, to do everything possible, to represent, to stay alive.

Model 2: quality — grade

C. Quality, a drawback, acquisition, recession, a merger, a mistake, personnel, an alliance, trade, collaboration, articles, production, a company, a leader, a client, employees, goal, environment.

D. Goods, takeover, staff, partnership, manufacture, a union, cooperation, a firm, a customer, workforce, surroundings, an executive, a shortcoming, commerce, grade, an error, downturn, aim.

Model 3: effective — successful

E. Effective, main, certain, constant, loyal, poor, willing, intelligent, inefficient.

F. Permanent, true, ready, specific, unskilled, major, clever, bad, successful.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

An expert in management, success in business, to improve professional skills, to correct mistakes, theoretical knowledge, a profitable business, to manage personnel, major responsibilities, to meet the requirements, to meet the needs, to rely on something, to improve quality and

design of articles, to put new products on the market, to look for new markets, to stem from something, to remain profitable, to give an opportunity, to increase market shares, to gain control, middle-size company, to advise somebody to do something, to hire people, to fire workers, a strong team, a mediocre team, to inform employees, to empower people, to participate in a program, to make a professional career, inexperienced workers, inefficient managers.

**Exercise 7.** Put the verbs in brackets into the correct tenses. Consult § 32 (Reference Grammar).

1. If he \_\_\_ (not to do) his work properly, he \_\_\_ (to be fired). 2. I \_\_\_ (to come) and \_\_\_ (to see) my friend when I \_\_\_ (to have) time. 3. If you \_\_\_ (to work) hard, you \_\_\_ (to be promoted). 4. After she \_\_\_ (to finish) her report, she \_\_\_ (to go) home. 5. If I \_\_\_ (to go) on business, I \_\_\_ (to be able) to keep our appointment. 6. By the time the delegation \_\_\_ (to come), the documents \_\_\_ (to be examined) thoroughly. 7. Unless something unexpected \_\_\_ (to happen), do not disturb me in my office. 8. If you \_\_\_ (to work) at your English hard, you \_\_\_ (to pass) your exam. 9. Give my regards to your wife when you \_\_\_ (to come) home. 10. I \_\_\_ (to return) home in time unless I \_\_\_ (to be detained) at work.

**Exercise 8.** Choose the correct form of participles in brackets. Consult § 46 (Reference Grammar).

1. At that time the parties were \_\_\_ (discussing / discussed) the terms and conditions of the contract. 2. The company was \_\_\_ (founding / founded) in the late 1960s. 3. The shop was \_\_\_ (closing / closed) yesterday. 4. I heard the director \_\_\_ (paying / paid) special attention to market research. 5. The manager wants everything \_\_\_ (finishing / finished) today. 6. The economists studied the factors \_\_\_ (contributing / contributed) to the growth of large cor-

porations. 7. The goods \_\_\_ (producing / produced) by the company are exported to many countries. 8. \_\_\_ (Signing / Having signed) the contract, the president left for Germany.

**Exercise 9.** Read these sentences and express the same in Russian.

1. The documents having been prepared, the secretary took them to the director's office. 2. The morning being hot, the air-conditioners were on in the building. 3. Having read the letter, the manager summoned the chief engineer and the chief bookkeeper. 4. Time permitting, we will go to the theatre. 5. The trade fair will be held next month, (with) many firms taking part in it. 6. The windows being closed, it was stuffy in the room. 7. The negotiations having been finished, the partners returned to their companies. 8. Having finished the work, we went home. 9. Circumstances permitting, we will go to the exhibition. 10. The depression of the twenties and thirties was a time of great reduction in the economic activity, (with) many people being jobless.

**Exercise 10.** Work in pairs. Speak about products which are sold at a profit and at a loss. Use the model and list of words and word combinations below.

Model. A: What products are sold at a profit / at a loss?

B: Quality goods are sold at a profit. Low-grade goods are sold at a loss.

Consumer goods, old-fashioned clothes, trendy clothes, quality goods, low-grade goods, cars, electronics, household appliances, cosmetics, furniture, stationary goods, books.

Food products, fruits, vegetables, potatoes, tomatoes, meat, beef, pork, mutton, dairy products, sugar, flour.

**Exercise 11.** Read the text and find out how to make management successful.

### Ways to Make Management Effective

Lad Kuzela, a US expert in management, says that building better products starts with building better managers. Good management determines a company's success in business.

Inexperienced and inefficient managers must do their best to develop and improve their professional skills. Willingness to understand shortcomings and correct mistakes, theoretical knowledge and practice can help leaders to make management effective.

A manager's two major responsibilities are to direct a company's business activity and to manage personnel, that is to get people to make business activity successful.

According to Therese R. Welter, every manager has his own perspective, stemming from education, experience and personality. The best executives represent a link between business and production. Good managers have an intuition for the market and can see the business as a whole. They understand which idea may be translated into a product and bring in a profit.

To meet the demands of the market, businesses in all sectors of economy — production, trade, services — must be managed properly. Market is constantly changing, and a good manager should rely on professional market research and analysis. Efficient leaders are always in search of business development and improvement. Stagnation can destroy any company. That's why successful firms improve quality and design of articles, put new products on the market, look for new markets, and promote goods world-wide.

Success in business also depends on excellent customer service. Good managers organize work with customers, balancing the interests of a company and consumers.

During the recession CEOs must work out the correct business strategy and tactics. Most of them have strategies for good times. Today they need a new set of skills which will help their companies survive and even remain profitable.

Fred Crawford, CEO of the US consultant firm AlixPartners, says that during the downturn managers should «focus on worst case scenarios». Today Alix's clients are both troubled companies on the brink of bankruptcy and healthy firms worrying about the deepening recession. Alix teams are creating «doomsday plans» for their clients, to help them cope if the economic free fall continues. Companies have to conserve cash, reduce inventory, cut costs and dismiss staff.

Good companies must take measures to get over the crisis. Some of them can attract foreign investments, others can look for new markets, invest overseas and make their companies international. Successful companies do not stop introducing promising technologies and invest in research and development.

In the modern competitive world of business, companies have to form corporate alliances, merge and practice acquisitions to remain profitable.

Company alliances include partnerships and joint ventures. In corporate partnerships firms conclude agreements on collaboration in certain operations and work together in one specific area. In joint ventures companies collaborate in business activities, investing in separate projects and sharing the costs, risks and profits.

A merger is the joining together of two firms into one. It gives the mergees an opportunity to increase market shares and cut costs in certain areas, for example, research and development, and acquire dominance in the sector.

An acquisition or takeover is gaining control of a company by buying most of the shares. In troubled times, we hear of takeovers of small and middle-size firms almost every day.

In relations with subordinates, modern successful managers follow the democratic style of leadership, because it promotes productivity and creativity of employees.

A company operates at a profit, if all people in it (management and workforce) are united by corporate goals,



with their work aimed at a company's success. All company departments (planning, finance, manufacturing, marketing, etc.) must work in cooperation, and managers must encourage subordinates to work together.

All modern leaders understand the importance of having an effective team, which consists of loyal, knowledgeable, experienced and creative professionals.

In his article «What Makes a Good Manager?», Bill Gates, the legendary founder of Microsoft, advises to hire carefully and to be willing to fire. A manager needs a strong team, because a mediocre team gives mediocre results, no matter how well managed it is.

According to Bill Gates, a combination of approaches is required to create a productive environment. Sometimes a manager maximizes productivity by giving everybody his or her own office. Sometimes he achieves it by moving his subordinates into open space. Sometimes he uses financial incentives to raise productivity. He keeps his people informed to empower them and stimulate their work.

Personal growth is very important for making a professional career. First of all, it is important to learn. It is never too late to learn. Inexperienced and inefficient managers can take a management course or participate in a corporate management-improvement program. Self-education is also necessary. Managers should read books, newspapers and magazines on management and their speciality. But, of course, theory without practice is useless. Practice will make perfect.

**Exercise 12.** Find in the text the equivalents of these words and word combinations.

Дальновидный, гибкий; завоевывать внутренний и внешний рынки; производство более качественных товаров; неопытные и неумелые менеджеры; делать все возможное; в целом; чтобы удовлетворять спрос на рын-

ке; вот почему; искать новые рынки сбыта; сочетать интересы компании и потребителей; стратегия коммерческой деятельности; выжить и даже остаться прибыльными; внедрение перспективных технологий; совместное предприятие; заключить соглашение о сотрудничестве; тщательно выбирать людей при приеме на работу; быть готовым уволить сотрудника; сочетание подходов; подчиненные, финансовые стимулы; чтобы поднять производительность труда; участвовать в корпоративной программе повышения квалификации менеджеров; персональный рост.

**Exercise 13.** Answer the following questions in pairs.

1. What can help poor managers to make management effective?
2. What are a manager's major responsibilities?
3. How does a manager use his intuition?
4. What can companies do to improve business activity?
5. How do managers organize customer service?
6. What survival strategies can be used during the recession?
7. What style of leadership do modern successful managers follow?
8. How can a manager create an effective team?
9. How can a manager stimulate productivity?
10. What can managers do for personal growth?

**Exercise 14.** Summarize the text. Use the Writing Language Section.

**Exercise 15.** Is it possible for a big company to prosper during a recession? What determines survival of businesses? Read the article and find out how the famous computer company IBM is being managed in the crisis situation. What is the main idea of the text?

### **What's Good for IBM... ...is as good as it gets for America**

The wreckage of the financial crisis is producing many warnings that globalization is dead, as trade and investment slow. Nothing could be further from the truth. In fact, global companies have rarely been in a stronger position, and if you want to get a sense of where such businesses are heading, look no further than IBM.

The company was a titan of American industry in the 20<sup>th</sup> century, an innovator in computer technology, and an icon of efficient sales. Today, it is radically different. No longer primarily a hardware maker, the company, still officially known as International Business Machines, ought to be renamed IBS — International Business Services. Over the past decade, and in the past two years in particular, IBM has become global services company that helps multinational businesses to focus more on international markets and to depend less on any one country, including the United States.

Those changes began out of necessity in the 1990s as IBM lagged behind New Economy tech upstarts. But only in the past few years, under the leadership of CEO Samuel Palmisano, has that transformation really taken hold. He has articulated a vision of a world that is becoming more connected and smarter. The role of IBM is to be a «globally integrated enterprise» that, in turn, helps other companies become smarter and better able to seize opportunities. What that means is that IBM no longer conceives of companies as a series of units defined by their geography but as a series of units defined by their purpose (sales, research and development, production) and located anywhere on the planet where those tasks can be done most efficiently.

IBM's world view has meant that hardware is an increasingly small portion of its revenue. It no longer makes personal computers, having sold its ThinkPad division to China's Lenovo; higher-end servers now constitute only a

quarter of its business. The rest is in software and consulting, which are increasingly based outside the US, making IBM less sensitive to the US economy even as it remains — technically — an American company. IBM remains highly profitable. In the first six months of 2009, it earned nearly \$6 billion in profits, even as the US economy contracted sharply. This past quarter, about two thirds of its revenue came from outside the US, and that percentage is growing.

Some of the effects are undoubtedly negative for the US. Thousands of IBM employees have recently been offered a choice between losing their jobs in America or moving abroad to stay employed. Companies that once were icons of American power — like IBM and General Motors — will thrive only if they become more wedded to the world and less to the US. GM itself is a perfect example of what works and what doesn't, with a US division that failed and a Chinese division that is wildly successful. A world with more strong foreign markets means less money spent on labor and operations in the US, and more spent elsewhere. Companies like Intel and Microsoft are investing billions in R&D facilities in China because they believe that is where their future is.

But some consequences are more positive. For instance, IBM has been a leader in green business practices for the simple reason that if you're a global business dealing with a labyrinth of different environmental regulations, it pays to harmonize your supply chain to take those different regimes into account. And to the extent that a corporation domiciled in the United States profits because of global business, some of that will bolster the domestic American economy. The fact that IBM is headquartered in Armonk, New York, matters much less than it did, but it still contributes. The company employs more than 100,000 people in America, close to 30 percent of its workforce, though that is down from 35 percent two years ago.

This is the new world of global business, one in which the US becomes simply a market among markets, and not even the most interesting one. IBM is one of the multinationals that propelled America to the apex of its power, and it is now emblematic of the process of creative destruction pushing America to a new, less dominant, and less comfortable position.

**Exercise 16.** Say if these statements are true or false. Correct the wrong variants.

1. Globalization is dead.
2. IBM used to be one of the most prosperous companies in the 20<sup>th</sup> century.
3. The company retained its strong position on the high-tech market in the 1990s.
4. IBM has turned into a truly international company due to the leadership of its chief executive officer in the 21<sup>st</sup> century.
5. At present the company's main sector is production of personal computers.
6. IBM is conducting a wise personnel policy.
7. The company is not concerned with environmental protection.
8. The economic position of the USA in the world is becoming weaker due to the process of globalization.

**Exercise 17.** Work in pairs. Speak about commercial activities of a company. Use the model and list of word combinations below.

Model. A: How can a company increase sales?

B: Their products must meet the demands of customers. They should put new products on the market.

To improve quality and design of articles, promote goods, to improve quality and design of articles, to put new products on the market, to introduce new technologies,

to do market research, to make a market analysis, to have an intuition for the market.

**Exercise 18.** Find information about a company which remains prosperous during the current recession and analyze the reasons for its success.

**Exercise 19.** Role-play.

1. Roles: a company owner, a department manager.

A company owner talks to a manager about his work. The owner is dissatisfied with the way the manager treats his / her subordinates. He wants him / her to improve his / her communicative skills. The company owner advises the manager to take a management course and read books and magazines on management. The manager promises to do it.

2. Roles: a company owner, a sales manager.

A company owner talks to a sales manager about his / her work. The owner is dissatisfied with the sales reductions last month. He wants the department to do market research, make a market analysis and advertise products better. He says that he will fire the manager if he / she doesn't change his / her sales techniques. The manager promises to do his / her best and increase sales figures.

3. Roles: a company president, a department manager.

A company owner talks to a manager. He is satisfied with his / her work and wants to promote him / her to a higher position. The president tells the manager to take part in a corporate management-improvement program. The manager thanks the president and promises to do it.

## UNIT 8 PERSONAL GROWTH

### 8.1. Recipe for Success in Business

**Exercise 1.** Focus on the topical vocabulary.

- recipe ['resɪpɪ] *n* — рецепт  
 high-ranking [haɪ'reɪŋkɪŋ] *a* — высокопоставленный  
 official [ə'fɪʃəl] *n* — должностное лицо, чиновник  
 to count [kaʊnt] *v* — считать; иметь значение  
 to drop out of college — бросить колледж  
 expertise [ekspɜ:'ti:z] *n* — специальные знания  
 to discourage [dis'kʌrɪdʒ] *v* — не поощрять, мешать, препятствовать  
 to design [dɪ'zaɪn] *v* — предназначать; проектировать  
 material well-being [mə'tɪəriəl ,wel'bi:ŋ] — материальное благополучие  
 three-piece suit [θri:'pi:s 's(j)u:t] — тройка, мужской костюм с жилетом  
 briefcase ['brɪfkeɪs] *n* — портфель  
 businesslike ['bɪznɪslʌk] *a* — деловой, деловитый, практичный  
 pumps [pʌmps] *n* — туфли-лодочки  
 gadget ['gædʒɪt] *n* разг. — (новое) приспособление или устройство; техническая новинка  
 fitness ['fɪtnɪs] *n* — здоровье, хорошая физическая форма  
 law-abiding ['lɔ:ə baɪdɪŋ] *a* — законопослушный

innovative [ɪ'nəveɪtɪv] *a* — новаторский, передовой  
 lounge suit ['laʊndʒs(j)u:t] — пиджачная пара, повседневный мужской костюм

**Exercise 2.** Try to understand the meaning of the derivatives.

Desire, desirable; win, winner; educate, educated, education, self-education; advice, advise, adviser; courage, encourage, discourage; fit, fitness; honest, honesty; profit, profitable; promote, promoter, promotion; expert, expertise; learn, learning; program(me), programmer, programming; influence, influential; reputе, reputed, reputable, reputation; popular, popularity; project, projection; prestige, prestigious.

**Exercise 3.** Guess what these international words mean.

A personal computer, to start a computer company, to finish college, a diploma in management, real expertise, information technologies, a technical college, a course in economics, leadership training, an author, to communicate effectively, effective leaders, to form a manager's image, imagemakers, imagemaking, reputation in business, professional reputation, a social status, personal contacts, an energetic person, a credit card, a mobile phone, a pager, a notebook computer, clubs, cocktail parties, a stylish lady, a fitness club, a solid firm, innovative ideas, progressive methods.

**Exercise 4.** Read the words with the prefix *micro-* ['maɪkrəʊ] and say what they mean.

Microclimate, microprocessor, microcomputer, microcopy; microfilm, microelectronics, micrometer, microorganism, microphone, microgram, microscope, Microsoft, microstructure, microwave.

**Exercise 5.** Model the words with the negative prefix *dis-* and say what words they derive from.



Model: to discourage (мешать, препятствовать) < to encourage (поощрять)

Disability, disable; disadvantage, disadvantageous; disagree, disagreement; disappear, disappearance; disapprove, disapproval; disarm, disarmament; disclose, disclosure; discomfort; discover, discovery.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.

To depend on abilities, to become rich and famous, to attend a good school, to get a job as manager, to send messages by e-mail, to send e-mail, to e-mail a message, to ask for advice, to drop out of college, to get broad education, a bright student, a part-time programmer, to work full time, to get specialized knowledge, to find information on the Web, to surf the Web, to surf the Internet, to surf the Net, to take a course in management, to deliver leadership training, to communicate with people, to look stylish.

**Exercise 7.** Complete the sentences with the proper forms of the verbs. Consult § 33 (Reference Grammar).

1. The parent said that he wanted his son to get the best education he \_\_\_\_ (can give) him. 2. The director was aware that all the employees \_\_\_\_ (to be doing) their best. 3. Some parents ask Bill Gates how they \_\_\_\_ (can steer) their child toward success. 4. Many people wonder why Bill Gates \_\_\_\_ (to drop) out of college. 5. The man is not sure if he \_\_\_\_ (to be able) to find a good job in the future. 6. Do you know that Bill Gates \_\_\_\_ (to be) at Harvard? 7. I asked the girl if she \_\_\_\_ (to be) good at accounting. 8. I doubt whether my son \_\_\_\_ (to take) a deep interest in computers. 9. Jane replied that she \_\_\_\_ (not to choose) a specialty yet. 10. The employee claimed that the manager had made a mistake. 11. I knew that Mr. Brown \_\_\_\_ (to have) a reputation of being a tough manager. 12. I un-

derstand why some businessmen \_\_\_\_ (to want) to improve their image.

**Exercise 8.** Open the brackets using the proper verb forms to express future actions in object clauses and clauses of time and condition.

1. I'm sure if I \_\_\_\_ (to get) a college diploma I will be able to get a well-paid job. 2. I wonder when my son \_\_\_\_ (to come) home from work. 3. When you \_\_\_\_ (to finish) typing the letter, the manager will sign it. 4. Mr. Brown wants to know if you \_\_\_\_ (to finish) your work by 4 o'clock. 5. Write to me if you \_\_\_\_ (to have) time. 6. If you \_\_\_\_ (to work) hard, your efforts will be rewarded. 7. The secretary knows when the delegation \_\_\_\_ (to come). 8. Phone me when you \_\_\_\_ (to come) home. 9. The visitor asked if the director \_\_\_\_ (to receive) him. 10. We shall stay in a hotel when we \_\_\_\_ (to come) to Moscow.

**Exercise 9.** Read these sentences and express the same in Russian. Consult the model.

Model: The better people do at university, the better job they get after graduation. Чем лучше люди учатся в университете, тем лучшую работу они получают после его окончания.

1. The more difficult was the task, the more interested he was. 2. The higher are the prices, the less people buy. 3. The warmer is the weather, the more people are on the beach. 4. The better is advertising, the more goods are sold. 5. The bigger is the city, the heavier is the traffic. 6. The better people do at university, the better job they get after graduating. 7. The harder he worked, the better were the results. 8. The more you practice your English, the more fluently you speak. 9. The older is the school, the higher is the standard of teaching. 10. The more you learn by heart, the better you can speak.

**Exercise 10.** Work in pairs. Speak about clothes different people wear at work. Use the model and lists of words below.

Model. A: What clothes do managers wear at work?

B: In big companies they wear a lounge suit.

Workers, doctors, managers, teachers, bankers, bank clerks, shop-assistants, businessmen, waiters.

A uniform, jeans, a shirt, trousers, an overall, a business suit, a three-piece designer suit, a lounge suit, a dress, a skirt, a blouse, casual clothes.

**Exercise 11.** Read the text about the traditional approach to achieving success in the world of business. Do you find it justified?

#### Recipe for Success in Business

American people think that success in life and business depends on their abilities, desire to win and diligence. They are sure that if they work hard, develop their personal qualities, professional skills and believe in themselves, they will become rich and famous.

For high-ranking officials it is essential to get good education. Americans know that first they must attend a good school and do well there. Then they should go to a good university. After graduation they can get a good job. The better they do at university, the better job they have.

In his article *My Advice to Students: Education Counts*, Bill Gates tells readers about the importance of learning.

A lot of students, parents, and teachers send him messages by e-mail each year asking for advice about education. They want to know what to study, or if it is right to drop out of college, because Bill Gates did it.

Gates explains that he finished high school and went to Harvard. He had been at Harvard for three years before he dropped out to start Microsoft.

Bill Gates advises young people to get the best education they can. People need broad education. They should finish high school, go to college, and learn how to learn. In college it is time to think about specialization. Getting real expertise in an area of interest can lead to success. To graduate school is another way to get specialized knowledge.

In Microsoft's early years they had a bright part-time programmer who threatened to drop out of high school to work full time. The leadership told him no.

Some of the company employees didn't finish college, but they discourage dropping out. Having a diploma helps people to find a good job.

Bill Gates also writes about the importance of self-education. People can learn in a library, find information on the Web. They can learn from other people.

Men and women can get good management education at universities, colleges and business schools. Very often, good technical education does not help executives to manage employees and work with partners effectively. In this case, they should take a good course in management.

The Dale Carnegie Courses are very popular in the United States. They include management seminars, sales courses, customer relations courses, employee development courses, and others. The founder of the company delivering leadership training was the legendary Dale Carnegie (1888–1955), the author of such famous books as *Public Speaking and Influencing Men in Business* and *How to Win Friends and Influence People*.

At present, the Dale Carnegie Courses are designed to help people to discover, develop and use their abilities in management and business. Students learn to communicate with clear, concise language, motivate people and manage them. Good communicative skills make people effective leaders.

Making a manager's image is also important for his personal and professional growth.

An executive's image is people's opinion about him, his reputation in society and business world. His image is determined by many things: his social status, contacts, material well-being, post, professional reputation, education, behavior, manners, clothes, and so on.

Mass media have created in our minds the images of a businessman and a businesswoman.

A businessman has short, styled hair. He is polite, confident, strong and energetic. Wears a three-piece designer suit. Works in a modern office. Has a secretary. Drives a car. Has a credit card, a mobile phone, a pager, a briefcase, and a notebook computer. Goes in for sports. Likes clubs and cocktail parties.

A businesswoman looks stylish, businesslike and successful. She wears a business suit and pumps at work. Has a credit card, gadgets, and car keys in her bag. Goes to a fitness club and corporate parties.

For a businessman or executive, it is very important to have an image of being a reliable, honest, successful, respectable, and law-abiding citizen. A manager's good reputation is essential both for him and for an organization he represents. Companies also try to project an image of being solid, profitable, innovative and progressive.

Very often, a good image of a businessman is formed by imagemakers, or experts in PR. There are a lot of imagemaking schools and PR agencies. Imagemakers advise people where to go, how to behave, what to wear, how to speak, what to say, where, how and what to eat, and many other things. PR agencies and company PR departments promote business activity of companies and work of their leaders in mass media. Imagemaking services are very popular with executives and entrepreneurs.

**Exercise 12.** Find in the text the equivalents of these words and word combinations.

Рецепт успеха в бизнесе; зависит от способностей, желания победить и трудолюбия; посылают ему сооб-

щения по электронной почте; привести к успеху; угрожал бросить среднюю школу; работать полный рабочий день; в этом случае; курсы для специалистов по продажам; курсы для специалистов по организации работы с клиентами; курсы для служащих, стремящихся к карьерному росту; искусство выступать перед аудиторией; завоевывать друзей и оказывать влияние на людей; хорошие коммуникативные способности; социальный статус; производить впечатление; рекламируют деловую активность компаний.

**Exercise 13.** Answer the following questions in pairs.

1. What does success depend on, in Americans' view?
2. Why is it essential to get good education?
3. What does Bill Gates advise young people about education?
4. Where can people get good management education?
5. Why are the Dale Carnegie Courses popular in the USA?
6. Who can help businessmen and executives to form a good image?
7. Would you like to change your image?
8. What do you do to develop your abilities and skills?

**Exercise 14.** Discuss the following questions in your group. You can use the word combinations below or give your own ideas.

1. Why is it important to get broad education?

To develop abilities; to have an opportunity to choose; to have an opportunity to try out one's ideas; to have a broad world outlook; to have a wide range of interests.

2. What are the advantages of getting higher education?

To get a prestigious job; to get a well-paid job; to know much; to be considered a well-educated person; to get real expertise in an area of interest.

3. What knowledge and skills do people acquire in college?



To get specialized knowledge, to learn a wide range of subjects; to learn to work with other people, to learn about group dynamics; to learn to work cooperatively; to get practical training.

**Exercise 15.** Read the article below and choose the best title:

- a) The White House Imagemaker
- b) The White House Brand Promoter
- c) The Busiest Woman in Washington
- d) The First Lady's Old Friend

As social secretary, Desiree Rogers is gatekeeper and imagemaker. But her top job is brand promoter — casting the Obamas as occupants of a «People's House».

The White House has been, historically, a very white house. Traditionally, all the portraits hanging on the walls have been of white men or, occasionally, white women. The domestic staff, however — the ushers, cooks, maids, gardeners — has often been black. Today, about one third of the 95 permanent staffers working in the White House are African-American. On Inauguration Day, the White House social secretary, Desiree Rogers, watched as a valet, an older black man, hung up President Obama's shirts and ties. She tells NEWSWEEK that she imagined him thinking, I see someone who looks like me that is going to be moving in here. Rogers noticed that other black staffers had «a little extra pep in their step» that day. «I see my grandfather's face in their faces», says Rogers.

The title of White House social secretary conjures up images of ladies pouring tea. But Rogers, a Harvard Business School grad who ran an energy utility in Chicago, describes her job as «one cornerstone of building the Obama presidency brand». Michelle Obama is an old friend (Rogers's ex-husband played basketball at Princeton with Michelle's brother, Craig Robinson). The first lady tells NEWSWEEK that Rogers is doing a «phenomenal job» of creating a

«People's House». That means opening up the White House (which Rogers refers to simply as «the House») to the sort of people who don't usually get invited to state dinners. Last week, Rogers brought in some students from a local cooking school to talk to the head chef and first lady as the staff prepared the Obamas' first state dinner. One student asked about the presidential china and inquired whether Mrs. Obama would be designing her own. «Um, I think so», Mrs. Obama replied, looking over at Rogers before adding, «I think that's part of the job». Rogers and Obama smiled.

Neither showed any anxiety, though both knew perfectly well they were stepping around a land mine. Americans are ambivalent about their first ladies. They want them to be regal, like Jackie Kennedy, but scorn them if they act like queens. Both Mary Lincoln and Nancy Reagan took flak for their spending on fancy clothes and furnishings. Mrs. Lincoln complained about the «vampire press» and it hasn't gotten less bloodthirsty. In January, Laura Bush was chastised for spending \$492,798 (from private donations) on new White House china at a time when people are missing their mortgage payments.

Rogers, who grew up in New Orleans, is at once sociable and cool, not unlike the Obamas. But she is sensitive to the symbolic significance of the Obamas in the White House. «They understand what it means to feel like you've been left out», she says. Rogers, who like Michelle Obama has been profiled in Vogue, enjoys a bit of glamour; she recently attended Fashion Week in New York. But two weeks ago, she was smiling as she watched the first lady — and Michelle's daughters, along with about 180 mostly black Washington schoolkids and the children of the Executive Mansion housekeeping staff — sway in the East Room. It was Black History Month, and they were listening to an all African-American singing group crooning mostly upbeat songs, but also a ballad about a man who was killed by the Ku Klux Klan.



Rogers says she wants to modernize the art collection of the presidential mansion: «There is a wonderful collection of art, but what's missing is modern art. And also we'd like to see more diversity of the artists themselves — more women artists, more African-American artists, more Hispanic artists, artists of American-Indian descent, Asian-Americans». Rogers may ruffle feathers if she starts moving out the White House permanent art collection. «You can't get any better than an original Courbet or Picasso», cautions Letitia Baldrige, who was social secretary in the Kennedy White House. Rogers does not seem too worried, however. «Are we having fun yet?» President Obama asked her recently. «Getting there», she answered.

**Exercise 16.** Look through the article again and write out the key words to describe the White House social secretary's responsibilities. Give a talk in class.

**Exercise 17.** Work in pairs. Speak about prestigious jobs in Russian society. Use the model and list of words below.

Model. A: What job is (not) prestigious in Russian society?

B: A manager's job is prestigious and well-paid.

A teacher's job is not prestigious and poorly-paid.

A lawyer, a manager, a fashion model, a photo model, an engineer, a teacher, a worker, a builder, a popstar, a film star, a banker, a director, a baker, a shop-assistant, a waiter, an insurance agent, a travel agent, an accountant, a stylist, an economist, an advertising expert, an imagemaker.

**Exercise 18.** Work in pairs. Ask your partner about:

1) his / her background (what high school he / she finished, when and where he / she studied, how well he / she did at school, if he / she finished school with honours, what his / her favourite subjects were);

2) his / her studies (what university / institute he / she studies at, what year he / she is in, what faculty he / she studies in, what his / her speciality is, why he / she has chosen it, what his / her academic interests are, what subjects he / she is good at);

3) his / her inclinations and leisure (if he / she is interested in liberal arts, foreign languages, sport, music; if his / her interests help or interfere with his / her studies);

4) his / her plans for the future (what career he / she is dreaming of and why);

5) his / her attitude to reputation (what image he / she would like to project, what he / she wants to do for it, if he / she is ready to apply to an imagemaker for assistance and why).

**Exercise 19.** Write what you think about imagemaking.

## 8.2. Attaining Your Ambitions

**Exercise 1.** Focus on the topical vocabulary.

to attain [ə'teɪn] *v* — достигнуть, добиться

to admire [əd'maɪə] *v* — восхищаться

self-reliance [ˌselfrɪ'laɪəns] — уверенность в себе, своих силах

high-achiever [ˈhaɪə'ʃi:və] *n* — человек, достигший высот в каком-л. деле: победитель

loser [ˈlʊzə] *n* — проигравший, потерпевший поражение

to fail [feɪl] *v* — потерпеть неудачу

failure [ˈfeɪljə] *n* — неудача; неудачник

mountain climber [ˌmaʊntɪnˈklaɪmə] *n* — альпинист

to climb mountains [klaɪm] = to scale mountains [skedl] — подниматься в горы

mountain climbing [ˌmaʊntɪnˈklaɪmɪŋ] *n* — альпинизм

performance [pə'fɔ:məns] *n* — интенсивность труда, работы

- urge [ɜːdʒ] *n* — побуждение, импульс, сильное желание;  
*v* — понуждать, побуждать  
 to reach [ri:tʃ] *v* — достичь, добиться (цели, успеха)  
 recognition [ˌrekəɡˈnɪʃən] *n* — признание  
 possession [pəˈzeʃən] *n* — владение; обладание  
 accomplishment [əˈkɒmplɪʃmənt] *n* — выполнение, завершение; достижение  
 capacity [kəˈpæsɪti] *n* — способность  
 outlook [ˈaʊtlʊk] *n* — перспектива, точка зрения; кругозор  
 a rough path [ˈrʌfˈpɑːθ] — неровная дорога, *перен.* трудный путь  
 tough times [tʌf] — трудные времена  
 effort [ˈefət] *n* — усилие, напряжение  
 commitment [kəˈmɪtmənt] *n* — обязательство; приверженность, преданность  
 exhaustion [ɪɡˈzɔːstʃən] *n* — истощение  
 to endure [ɪnˈdʒʊə] *v* — выносить, терпеть  
 to overcome difficulties [ˌəʊvəˈkʌmˈdɪfɪkəltiz] — преодолевать трудности  
 to give up [ˈɡɪvˈʌp] *v* — отказываться  
 to come true [ˈkʌmˈtruː] — осуществляться (о мечте)  
 substitute [ˈsʌbstɪtjuːt] *n* — замена; *v* — заменять  
 obstacle [ˈɒbstəkl] *n* — препятствие, помеха

**Exercise 2.** Try to understand the meaning of the derivatives.

Dream, dreamer; admire, admirer, admiration; consult, consulting, consultant; create, creative, creation, creator; achieve, achievable, achievement, achiever; understand, misunderstand, understanding, misunderstanding; sculptor, sculpture, sculptural; paint, painting, painter; please, pleasure, pleasant; possess, possession; accomplish, accomplishment; fail, failure; lose, loser.

**Exercise 3.** Guess what these international words mean.

Industrial management system, a training and management consulting firm, a peak, principles, a variety,

regions, self-discipline, a personal investment, characteristics, situations, constantly, to pioneer a technology, a risk, realistically, compressed, ingredients, material motivations, physical, to transform into opportunities, to focus, to start a business, goals, momentary, to ruin, personal potential, myths, a balance, professionals.

**Exercise 4.** Read the words having the prefix *self-* (само-) and say what they mean.

Model: self-respect — чувство собственного достоинства

self-made — обязанный самому себе

Self-education, self-respect, self-discipline, self-government, self-governing, self-criticism, self-critical, self-made, self-reliance, self-reliant, self-service, self-study, self-teacher, a self-teaching textbook, self-analysis, self-confident, self-confidence, self-development, self-realization.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

A high achiever, to achieve goals; a successful businessman; a famous mountain climber; a fellow mountain climber; to climb mountains, to scale mountains; a variety of careers; to seek something great to do; to consider questions; to answer from the deepest regions of one's heart; to require self-discipline; creative work; firstly, secondly, thirdly; to face uncertainty; peers; your closest relatives; a compressed spring; a creative urge; the key question; to value essential qualities of life; an enormous amount; pride of accomplishment; the capacity for love; a positive outlook; a rough path; tough times; physical exhaustion; to endure difficulties; to overcome difficulties; to take responsibility; to complain about demanding jobs; vacation time; to focus attention; low benefits and salaries; comfortable living; long-terms goals; to come true; step by step; to reach a goal.

**Exercise 6.** Read these sentences and express the same in Russian.

1. Many people in Russia can't afford cars. 2. Wealthy people can visit many foreign countries. 3. What can I do for you? 4. Can I help you? — Yes. I'd like a book on management. 5. Can/Could you tell me the time? — Certainly. It's 10 o'clock sharp. 6. Can I ask you a question? — Certainly. 7. Can he be translating these articles himself? 8. You can stay after the lesson. 9. You can't say such things. 10. Can you speak any foreign language? — Yes. I can speak English. 11. Can/Could I close the window? I'm cold. 12. I hope he'll be able to help you. 13. You can't use this word in the sentence. 14. Mr. Smith wasn't at home when I telephoned him, but I was able to contact him at his office.

**Exercise 7.** Complete the sentences with the correct forms of either the modal verb *can* (*can't*) or the expression *to be able to*. Consult § 39 (Reference Grammar).

1. \_\_\_\_\_ you drive a car? 2. When my father was young, he \_\_\_\_\_ speak English, German and French fluently. 3. \_\_\_\_\_ I have your book? 4. Sorry, I \_\_\_\_\_ come to your party on Friday. I'll be busy. 5. \_\_\_\_\_ I speak to Helen, please? 6. You \_\_\_\_\_ speak to people like this. 7. \_\_\_\_\_ they be meeting in secret? I \_\_\_\_\_ believe it. 8. \_\_\_\_\_ I have a cup of coffee? 9. Travelling abroad is too expensive. I \_\_\_\_\_ afford it. 10. It was difficult for her to give her children a good education, but she \_\_\_\_\_ send them to university.

**Exercise 8.** Choose the correct form of the verb in brackets. Consult §§14–19 (Reference Grammar).

1. \_\_\_\_\_ (Are you willing / Will you be willing) to be a high achiever? 2. The report \_\_\_\_\_ (is being discussed / was being discussed) at the conference now. 3. At present many mines \_\_\_\_\_ (are being closed / were being closed) in Russia.

4. When \_\_\_\_\_ (is the delegation arriving / was the delegation arriving)? — Tomorrow morning. 5. The company \_\_\_\_\_ (is advertising / was advertising) its products on TV now. 6. I \_\_\_\_\_ (am looking / will be looking) forward to hearing from you soon. 7. John \_\_\_\_\_ (is going / was going) for a job interview today. 8. The process of shopping \_\_\_\_\_ (is making / is being made) pleasant for customers in this shop. 9. I saw Mr. Kelly in the restaurant. He \_\_\_\_\_ (is being served / was being served) by the waitress. 10. The woman slipped and hurt her foot when she \_\_\_\_\_ (is climbing / was climbing) upstairs. 11. It \_\_\_\_\_ (is snowing / was snowing) all day yesterday. 12. While I \_\_\_\_\_ (am answering / was answering) the telephone, Ben was writing an advertisement. 13. Helen \_\_\_\_\_ (is constantly arguing / was constantly arguing), that's why the customers were so displeased. 14. My son won't be able to call on you. He \_\_\_\_\_ (was doing / will be doing) his marketing exam. 15. I \_\_\_\_\_ (was travelling / will be travelling) in the summer. Don't write to me. 16. We \_\_\_\_\_ (were discussing / will be discussing) the programme at the meeting tomorrow. 17. Mr. Green \_\_\_\_\_ (is having / was having) dinner when the telephone rang. 18. The woman promised her husband that she \_\_\_\_\_ (will be waiting / would be waiting) for him.

**Exercise 9.** Make up sentences using the word combinations listed below in the Continuous Tenses. Think of some examples of your own.

To take a management exam; to read and translate business letters into English; to send e-mail messages; to receive e-mail messages; to work on a computer; to save money; to discuss terms of payment; to discuss terms of delivery; to speak at the meeting; to take part in negotiations.

**Exercise 10.** Complete the sentences with the proper forms of the verbs. Use the Continuous Tenses.

1. Bob knew that Jane \_\_\_\_\_ (to go) to the south the following summer. 2. The manager \_\_\_\_\_ (to consider) a

customer's complaint when the director called him. 3. The salesgirl discovered that some boxes \_\_\_\_ (to miss). 4. Don't telephone him tomorrow. He \_\_\_\_ (to work). 5. What \_\_\_\_ the programmer \_\_\_\_ (to do) when you entered the room? 6. Where \_\_\_\_ you \_\_\_\_ (to stay) in England next month? 7. At that time yesterday the terms and conditions of the contract \_\_\_\_ (to study) by the experts. 8. While the director \_\_\_\_ (to receive) visitors, the secretary \_\_\_\_ (to make) a long distance call to Manchester. 9. The applicants \_\_\_\_ (to interview) in this room now. 10. I \_\_\_\_ (to think) of starting a small business. 11. \_\_\_\_ you \_\_\_\_ (to feel) okay? — Yes, I \_\_\_\_ (to feel) fine. 12. The company \_\_\_\_ (to lose) a lot of money and will probably close down.

**Exercise 11.** Work in pairs. Speak about your plans for the future. Use the model and list of word combinations below.

Model. A: What are you going to do after graduation from the university?

B: I would like to start a small business. What about you?

To work for a big company, to start a small business, to take a post-graduate course, to go to Moscow, to go abroad, to work as a manager, to find a good job, to work in an office / a plant / a factory / a bank.

**Exercise 12.** Do you admire people who have achieved a success in their lives? Read the following text and find out what should be done to be successful in any field.

### Attaining Your Ambitions

Most American citizens believe in realization of the American dream — to rise from poverty to wealth and fame. The American dream is based on the values of freedom, equal opportunities for all, self-reliance and hard work. Americans admire winners and high achievers —

people who have made themselves. They dislike losers or failures — people who do not want to work hard and realize their abilities.

John R. Noe is one of high achievers. He is president of Industrial Housekeeping Management Systems (Indianapolis), a training and management consulting firm. Mr. Noe is a successful businessman and a famous mountain climber who scaled the famous Matterhorn and Mount Kilimanjaro. He is the author of the book *Peak Performance Principles for High Achievers*.

There are high achievers in a variety of careers. Sometimes they look like everybody else. But they are the people who are always seeking something great to do, to experience, to become.

In his book, John R. Noe gives questions which can help readers to decide if they have the qualities needed to become a high-achiever.

1. *Do you really want to become a high achiever?* A fellow mountain climber once told Mr. Noe that the key to all self-discipline is desire. Since becoming a high achiever requires so much self-discipline and such a large personal investment, it is important to have desire.

Here are some characteristics of a high achiever.

Firstly, high achievers usually spend a lot of time alone and in silence. It's important for creative work.

Secondly, high achievers are constantly finding themselves in new situations. They are ready to move to a new city, take a new job, pioneer a new technology. Often, high achievers must risk everything and face uncertainty.

Thirdly, usually high achievers are not understood by their peers. Ralph Waldo Emerson wrote: «To be great, is to be misunderstood». If you study the biographies of high achievers, you will discover that most of these people were misunderstood, often by those closest to them who were unable to believe in their great future. If you set your course toward becoming a high achiever, don't expect even



your closest relatives and colleagues to understand you. The most you can realistically hope for is that they will continue to love you.

2. *Do you have a stronger inner urge to reach out?* The urge to create, to achieve, to reach for new experiences is like a compressed spring inside the high achiever.

If you have this kind of creative urge, you have one of the necessary ingredients for becoming a high achiever.

3. *What matters most to you?* This is the key question for the high achiever. What do you value most? Is it money? Recognition? Material possessions? How much do you value some essential qualities of life? Some of these qualities are self-respect, pride of accomplishment, the capacity for love, and a positive outlook.

The path is often rough for the high achiever, and during those tough times you need more than material motivations to keep you moving.

4. *What are you willing to invest?* High achievement requires a lot of energy, time, effort, and commitment.

Michelangelo, whose sculpture and paintings have been famous for more than four centuries, did not become a great painter and sculptor overnight. Although he had great talent and genius, his accomplishments came only after he had invested himself to the point of physical exhaustion in becoming one of the greatest artists who ever lived.

In answering the question — Do you have what it takes to become a high achiever? — you must answer the question: What are you willing to invest? The answer should be that you are willing to invest whatever it takes.

5. *How much are you willing to endure?* To that question those who want to be high achievers answer: «Whatever I must endure!» They learn to overcome difficulties and transform difficulties into opportunities.

6. *What are you willing to give up?* Most people want only comfortable living. High achievers must be ready to

give up momentary pleasures and reach for their long-term goals.

Remember this: Whatever you give yourself to it always becomes your master.

7. *How much responsibility are you willing to take?* There are many people who can do a job given to them. There is a great need for people who will take responsibility.

High achievers never complain about demanding jobs, little vacation time, or low benefits and salaries. They focus their attention on how they can do a better job for their employer, or even how they can start their own business and take on all of the responsibilities.

High achievement and responsibility go hand in hand.

8. *Are you willing to start where you are?* You must work hard to make your dreams come true. «A journey of a thousand miles begins with a single step», says the wise old Oriental proverb. How many of us are spending 8 hours each week developing our personal potential? Remember this: you can always get to where you want to go, if you are willing to start where you are. Start doing what you can do. Step by step you'll reach your goal. If you can't be perfect, be the best you can.

9. *Are you willing to think for yourself?* One of the great myths that keep people from becoming high achievers is the idea that the harder you work, the more you will accomplish. It is true that there is no substitute for honest, hard work. However, it is equally important to achieve a balance between thought and action.

10. *Are you ready to achieve more than you have already achieved?* Many people who have been high achievers are now failures because they stopped working to achieve a new goal. «Success has ruined many a man», wrote Benjamin Franklin.

You can, too! I believe that you have what it takes to become a high achiever. I believe that the potential for reaching high goals was placed within each of us by the Creator.

You, too, can climb great mountains. You, too, can stand on top of the world. You, too, can feel the joy of high achievement, if you're willing.

Are you willing?

**Exercise 13.** Find in the text the equivalents of these words and word combinations.

Достижение целей; реализация американской мечты; всегда стремятся сделать что-то великое; качества, необходимые для того, чтобы добиться успеха; требует большой самодисциплины и такой огромной самоотдачи; во-первых, во-вторых, в-третьих; творческая работа; переехать в новый город; взяться за новую работу; внедрить новую технологию; смело смотреть в лицо неизвестности; коллеги; взять курс на; основной вопрос; материальные блага; гордость за достижения; способность любить; позитивное мировоззрение; удобная жизнь; отказаться от сиюминутных удовольствий; стремиться к перспективным целям; жаловаться на трудную работу; короткий отпуск; незначительные привилегии, зарплата; брать на себя всю ответственность; шаг за шагом.

**Exercise 14.** Answer the following questions in pairs.

1. What do you know about the American dream?
2. What do you know about John Noe?
3. What are the most important characteristics of the high achiever, according to John Noe?
4. What qualities must a high achiever possess?
5. What obstacles must a high achiever overcome?
6. Do you find John Noe's questions helpful to people willing to be successful professionals?
7. What prominent people do you admire? Why?

**Exercise 15.** Comment on the following statements.

1. A journey of a thousand miles begins with a single step. (An Oriental proverb)

2. «If you can't be perfect, be the best you can». (J.R. Noe)
3. «Success has ruined many a man». (B. Franklin)
4. Every man is the architect of his own fortune. (An English proverb)
5. A good beginning makes a good ending. (An English proverb)
6. You never know what you can do till you try. (An English proverb)

**Exercise 16.** Work in pairs or in small groups. Speak about business you can start in your city / town. Use the questions and lists of words and word combinations below.

1. What sort of industry can be developed or restored in your town?

Heavy industry, mining industry, machine-building, civil engineering, manufacture of building materials, food industry, light industry, textile industry, footwear industry, public service, tourist industry.

2. What products can be manufactured and traded in?

Coal; mining machines; brick, stone, crushed stone, sand, cement, concrete, reinforced concrete; flour; bread, bakery products, alcohol, alcohol-free drinks, sweets, dairy products, meat, fish, fruits, vegetables; fabrics, footwear, knitwear, clothing, synthetic detergents, medicines, tobacco.

3. What can be done to improve production and distribution of goods?

To modernize production, to introduce new technologies, to lower prices, to improve quality of products, to increase the company's share of the market, to gain new customers, to create new jobs, to raise labour productivity, to improve management methods.

4. What public services are offered in your town?

Gas supplies, electricity supplies, housing and communal services, laundry service, postal service, repair service,

transport services, catering, selling airline tickets, organizing excursions, securing accommodations at vacation centres and sanatoriums, educational services, medical service.

### 5. What are the ways of improving services?

To expand a range of services, to improve work with customers, to attract new clients, to raise quality of services, to provide excellent eating / educational / hotel / medical / public health / recreational / storage / transportation facilities.

### 6. What are the ways of doing business?

Setting up a partnership, starting a limited company, establishing a joint venture, starting a family business, building a small business.

**Exercise 17.** Tell your group what sort of business you would like to work in, what you are planning to do to be a success. Be ready to answer questions.

**Exercise 18.** Answer John Noe's questions to decide if you have the qualities needed to become a high-achiever. (You needn't tell everyone about your conclusion if you don't want to.)

**Exercise 19.** Write about a famous man / woman, analyze the reasons for his / her success.

## 8.3. Personal Contacts

**Exercise 1.** Focus on the topical vocabulary.

connections [kə'nekʃənz] *n* — связи  
reasoning ['ri:zɪŋ] *n* — объяснение, аргументация  
to take steps ['teɪk 'steɪps] — принимать меры, предпринимать шаги  
network ['netwɜ:k] *n* — сеть

contact ['kɒntækt] *n* — связь; *pl* — связи, отношения, знакомства; лицо, с которым имеются (деловые) связи;  
to contact [kən'tækt] *v* — устанавливать связь (по телефону); связаться; *амер.* — устанавливать деловые связи; завести связи, знакомства в обществе  
virtuous ['vɜ:tʃʊəs] *a* — добродетельный  
tip [tɪp] *n* *разг.* — намек, совет  
to pass the chance ['pɑ:s... 'tʃɑ:ns] — упускать возможность  
source ['sɔ:s] *n* — источник, основа, начало  
prospective [prə'spektɪv] *a* — будущий, ожидаемый, предполагаемый  
to accept an invitation [ək'sept] — принять приглашение  
to send an invitation to a public reception [rɪ'seɪʃən] — послать приглашение на официальный прием  
to receive an invitation to a party [rɪ'si:v] — получить приглашение на вечер  
to decline an invitation to dinner [dɪ'klaɪn] — отклонить приглашение на обед  
panel ['pænl] *n* — группа специалистов для публичного обсуждения общественно важного вопроса  
panel discussion [dɪs'kʌʃən] — обсуждение общественно важного вопроса  
panelist ['pænl(ə)lɪst] *n* — член специально подобранной группы (для участия в публичной дискуссии)  
to make a suggestion — сделать предложение  
participant [pɑ:'tɪsɪpənt] *n* — участник  
participation [pɑ:'tɪsɪpeɪʃən] *n* — участие  
to gain experience ['ɡeɪn ɪks'piəriəns] — приобретать опыт  
counterpart ['kauntəpɑ:t] *n* — коллега; лицо, занимающее аналогичную должность  
charitable ['tʃærɪtəbl] *a* — благотворительный  
fund raising ['fʌnd 'reɪzɪŋ] — сбор денежных средств  
to raise money ['reɪz 'mʌni] — собирать деньги  
to entertain guests [entə'teɪn 'ɡests] — принимать, занимать гостей  
to take the initiative [ɪ'nɪʃɪətɪv] — взять инициативу

to appreciate [ə'pri:ʃi:en] *v* — ценить, оценивать по достоинству, быть признательным

appreciation [ə'pri:ʃi:'eiʃən] *n* — (высокая) оценка, признательность

to set up an appointment [ə'pɔɪnmənt] = to make an appointment = to have an appointment договориться о встрече, условиться встретиться

to delay an appointment [di'lei] = to postpone an appointment ['pəʊstpeɪn] — отложить встречу

to keep an appointment прийти на встречу

to break an appointment не прийти на встречу

to keep in touch with smb [tʌʃ] — поддерживать связь с кем-л.

to congratulate [kən'grætʃuleɪt] smb on success *v* — поздравлять кого-л. с успехом

congratulation [kən'grætʃu'leiʃən] *n* — поздравление

to get through [θru:] *v* — связаться по телефону

relationship [ri'leiʃənʃɪp] *n* — связь, отношение

to parallel ['pærələl] *v* — соответствовать

**Exercise 2.** Try to understand the meaning of the derivatives.

Say, saying; expand, expanded, expanding, expansion; qualified, qualification; associate, association, associated; impress, impressed, impressive, impression; panel, pannellist; help, helpful, helpless; conduct, conductor, conduction; bitter, bitterly; net, network; strange, stranger; luck, lucky; congratulate, congratulatory, congratulation; enjoy, enjoyable, enjoyment.

**Exercise 3.** Guess what these international words mean.

Cynical; reputation; reasons; personal and business contacts; to escort to a position of leadership; recommend; anonymous; qualified specialists; a chance; to start an association; a seminar; a forum; discuss problems; a professional organization, cultural organizations; business

corporations; an athletic club; a tennis tournament; initiative; to pioneer a technology, a project; career specializations; to telephone contacts, to phone contacts; business cards, postcards; a hockey match; special ceremonies; a fashion show; philosophy; to parallel.

**Exercise 4.** Read the following adverbs ending in *-ly*. Say what adjectives they derive from.

Model: equally — в равной степени < equal — равный

Unfortunately, fortunately, bitterly, warmly, equally, quickly, probably, usually, freely, really, successfully, annually, thoroughly, properly.

**Exercise 5.** Find opposites in List A and B, C and D, E and F.

Model 1: winner — loser

A. Success, promotion, winner, stranger, member, profit, friend.

B. Acquaintance, loss, enemy, loser, demotion, failure, outsider.

Model 2: to win — to lose

C. To hire, to expand, to win, to give, to promote, to accept an invitation, to fill, to support, to be present, to treasure, to detain somebody.

D. To decline an invitation, to demote, to empty, to contract, to take, to oppose, to be absent, to neglect, to let somebody go, to lose, to fire, to break an appointment.

Model 3: well-known — anonymous

E. High-level, quick, friendly, well-known, helpful, wealthy, difficult.

F. Anonymous, poor, hostile, easy, low-level, slow, useless.

**Exercise 6.** Read the following word combinations and give their Russian equivalents.



The old cynical saying; to speak bitterly; to receive a promotion; to receive a new job; to take steps; to give an opportunity; to give responsibility; to give consideration; to give attention; to trust people; prominent strangers; anonymous strangers; to expand one's career; to expand oneself; to expand contacts; to pass a chance; to represent a company at a trade-association conference; sources of career opportunity; prospective employees; to invite guests to a party; to send an invitation; a panel discussion; to give a suggestion; make a suggestion; a helpful idea, to convey an idea; to gain experience; to receive an invitation, to accept an invitation, to decline an invitation; a board member; a charitable organization; to raise money from wealthy people; an address book; prominent contacts; fellow members; to get to know people; to take initiative; to write a note of appreciation / a letter of appreciation; to set up an appointment, to make an appointment; to delay an appointment, to postpone an appointment, to keep an appointment, to break an appointment, to have an appointment; to take part in club events; to participate in golf tournaments; to suggest a meeting; graduate students; research projects; to get information about business; to send children to college; to keep in touch with people; to leave a message, to give a message; to mail presents; to congratulate; to send holiday cards; to invite people to cocktail parties; to send tickets; to enjoy events; to appreciate relationships, to value friendship; to value people.

**Exercise 7.** Complete the sentences with the proper forms of the verbs. Use the Future Tenses. Consult §§ 8, 9, 12, 16 (Reference Grammar).

1. The salesman hopes that he \_\_\_\_ (to receive) a promotion very soon. 2. She understands that the game \_\_\_\_ (to lose). 3. You \_\_\_\_ (to meet) prominent people in the club. 4. Qualified employees \_\_\_\_ (to promote). 5. Your education \_\_\_\_ (to give) you an opportunity to get a good

job. 6. Anonymous letters \_\_\_\_ (to take) into consideration. 7. Mr. Carlan \_\_\_\_ (to represent) our company at the conference. 8. You \_\_\_\_ (to impress) by Dale Carnegie's books. 9. The invitations to the public reception \_\_\_\_ (to send) tomorrow. 10. Mr. Green \_\_\_\_ (to take) part in the panel discussion. 11. I knew that I \_\_\_\_ (to meet) at airport by my counterpart. 12. He said that he \_\_\_\_ (to work) in an export company. 13. My friend asked when my son \_\_\_\_ (to graduate) from the university. 14. I wondered if Mr. Grey \_\_\_\_ (to invite) to the party.

**Exercise 8.** Do you make friends easily? What are you ready to do to establish contacts in business? Read the text and find out how prominent people do it.

### Personal Contacts

About a century ago, in 1912, Dale Carnegie began to conduct his famous courses in public speaking, social contacts and human relationships. He taught American businessmen and professionals from foreign countries how to develop their abilities, how to speak effectively, how to interest listeners in their ideas, how to win friends in business, how to influence and manage people, and many other things. Modern psychologists and experts in leadership training continue his work.

John Lucht is a US head-hunter and outstanding authority on management. In his article *Expand your Career by Expanding Yourself*, he advises to make useful connections in society in order to be more successful in business.

Again and again people have heard the old cynical saying: «It's not what you know, but who you know that counts!»

Unfortunately, these words are spoken bitterly by one of the losers of the world. He can't understand why someone having better connections and reputation has just received a promotion or a new job, but he hasn't.

How sad. He doesn't want to know the reasons why winners win. He takes no steps to expand his own valuable network of personal contacts. In the business world — and society in general — nobody will look for the wisest and most virtuous person to escort him to a position of leadership.

Far from it. We all usually give opportunity and responsibility to people we already know and like. We also pay attention to people warmly recommended by others whom we know and trust.

And we give more attention to strangers who are prominent in their fields than to anonymous strangers who may be equally or even better qualified than these others.

John Lucht gives some tips on expanding personal contacts.

*Associations.* Don't pass the chance to represent your company at a trade-association conference. Don't say that you're «too busy».

*Go.* You'll get to know people who work for your competitors. If they're high-level and impressed with you, they may be sources of career growth. If they're lower-level, but able, they may be prospective employees.

*Seminars.* Accept invitations to take part in forums and panel discussions. They can be a quick way to become known in your industry. Don't wait to be invited to be a panelist. Write or phone the president of the association and give your suggestions.

If your idea is helpful, you will be asked to present it. If you become the leader, you'll make very high-level contacts. And even if you're just a participant, you'll become known.

*Start your own association.* It's done all the time. Your professional organization will give you contacts and supporters. You will gain experience of leadership and enjoy the pleasure of people's company.

*Writings.* Perhaps you can be lucky to publish an article in a famous journal. If your expertise is too specialized, write something for a trade paper in your industry. You will probably be called on for commentary by professional writers.

*Outside Boards.* You can become a director of a small company. There are also many young charitable and cultural organizations. You can be asked to join the board of one of them.

*Fund Raising.* As a supporter and maybe someday a board member of a charitable or cultural organization, you can be asked to raise money from corporations and wealthy people. It will fill your address book with prominent contacts.

*Clubs.* You should be a member of a club (a country club, a city lunch club or an athletic club). Entertain an outside guest. Participate in annual golf or tennis tournaments and get to know your fellow members.

*Take the Initiative.* When you read an article about someone who's just pioneered a new technology, write a note of appreciation and invite him to lunch. Introduce yourself to a conference speaker whose ideas you support, and suggest meeting later for a drink. Set up an appointment to meet the dean of a nearby business school; perhaps some of your business problems will become his graduate students' research projects, with mutual benefit.

*Valuable Contacts.* People you know are not just «connections» to help you to get hired. They can help you — and you can help them.

Telephone your contacts to get information about business. People will tell you who are the best doctors, where to send your son to college, etc.

Have good contacts and be a good contact.

The great problem is how to keep in touch with so many people. Neither you nor your contacts have the time. Here are some suggestions:

— Phone your contacts to congratulate them on their success. Leave your message if you don't get through.

— Mail something «first-class» to all your contacts annually not to lose them.

— Send holiday cards.

— Invite your contacts to cocktail parties and other special events.

— If you're too busy to attend a hockey game or a fashion show, send a pair of tickets to someone who will enjoy the event.

The most successful people value friendship. And they warmly appreciate their relationships with kind and helpful people they know less well. Their philosophy parallels President Kennedy's: ask not what your contacts can do for you; ask what you can do for your contacts.

**Exercise 9.** Find in the text the equivalents of these words and word combinations.

Публичные выступления; взаимоотношения между людьми; специалист, ведущий поиск талантливых работников; заводить полезные связи; неудачники; не принимает шагов; дает несколько советов по поводу расширения личных связей; не упустите шанс; представьте свои предложения; сторонники; благотворительные и культурные организации; сбор средств; богатые люди; ежегодные турниры по гольфу или теннису; выступающий на конференции; исследовательские проекты; оставьте сообщение; ценят дружбу.

**Exercise 10.** Answer the following questions in pairs.

1. Do personal contacts really help people to get good jobs?
2. Do you enjoy meeting new people?
3. Do you like to take part in different meetings, conferences?
4. Do you like to speak in public?
5. Are you a communicative person?

6. How can one benefit by money raising for charitable purposes?

7. Is it important to participate in club activities? Why?

8. Are you always ready to take the initiative?

9. Do you help your contacts? Do your contacts help you?

**Exercise 11.** Comment on the following statements:

1. It's not what you know, but who you know that counts. (A saying)
2. «In the business world — and society in general — nobody will look for the wisest and most virtuous person to escort him to the position of leadership». (J. Lucht)
3. «Have good contacts and be a good contact». (J. Lucht)
4. «Ask not what your contacts can do for you, ask what you can do for your contacts». (J. F. Kennedy)
5. Scratch my back and I'll scratch yours. (A proverb)

**Exercise 12.** Write an annotation of the text «Personal Contacts». The questions below and the Writing Language Section will help you.

1. What is the title of the text?
2. Whose ideas is the text based on?
3. What is the text about?
4. What issues are touched upon?
5. Who is the material intended for?

**Exercise 13.** Look through the phrases which will help you to invite people to attend an event or to take part in something.

#### Invitations

1. Would you care to attend our meeting? (formal)
2. Would you like to come to my place for lunch?
3. Let's go to the exhibition.
4. Do you feel like having a drink? (informal)
5. What/how about going to the theatre? (informal)

## Accepting an Invitation

1. (Yes,) very much. Thank you for your kind invitation.
2. (Yes,) I'd like to (very much), thank you.
3. (Yes,) I'd love to.
4. It's very kind to invite me.
5. That's a good idea.
6. I don't mind.
7. All right.
8. O.K.

## Declining an Invitation and Reasoning

1. I'm afraid I'm unable to accept your invitation. I've got a previous / prior engagement. (formal)
2. I'm sorry I can't. I'm very busy at the moment.
3. I'd like to, but I've promised to finish the work.
4. Thank you, but (I'm afraid) ...
5. No, thanks. I'm not feeling too well. (informal)

**Exercise 14.** Act out the dialogues.

## 1. An Invitation to a Cocktail Party

- A: Are you doing anything special tomorrow night?  
 B: No, nothing special. Why?  
 A: I'm having a cocktail party. Would you like to come?  
 B: Thank you. That would be lovely. What time?  
 A: Half past eight.  
 B: Fine. See you then.

## 2. An Invitation to Dinner

- A: Would you like to come to dinner at my house?  
 B: Sorry, I can't. I've already promised to go and see my business friend. It's very kind to invite me.

## 3. An Invitation to Lunch

- A: Have you got any plans for today?  
 B: No, nothing in particular.  
 A: I wonder whether you'd like to have lunch with me?  
 B: That would be very nice. Thank you.

A: I'll meet you in the restaurant then at a quarter to one.

B: I'll be there.

## 4. An Invitation to an Art Exhibition

A: Are you free on Sunday?

B: Yes. Why?

A: How about going to the exhibition? I know you're interested in painting.

B: Thank you, but I'm afraid I've already visited the exhibition.

**Exercise 15.** Look through the phrases that can be used when you greet and congratulate people on different occasions.

## Congratulations and Wishes

1. (A) Happy / Merry Christmas (to you)!

(A) Happy New Year!

(A) Happy Easter!

(Very) best wishes for/on Victory Day.

Thank you, the same to you!

2. (A) Happy birthday!

Many happy returns (of the day)!

Congratulations on your coming-of-age.

I wish you health, wealth, and happiness.

I'd like you to have this.

This gift is for you.

3. Let me offer you my congratulations on your success.

Congratulations to all the winners.

(My) Congratulations!

Congratulations on your promotion. (formal)

Congratulations on your marriage. (formal)

I wish you every happiness. (formal — at the wedding party)



Thank you very much.

I congratulate you, your report's very interesting.

Toasts

Cheers!

I drink (to) your health.

Here's to you.

Here's to our cooperation!

### Exercise 16. Act out the dialogues.

#### 1. On Christmas Eve

A: Merry Christmas!

B: Thank you. Happy Christmas to you, too.

#### 2. A Promotion

A: Let me offer you my congratulations on your promotion.

B: Thank you very much. Would you like to come to my place for dinner tomorrow evening at seven?

B: Yes. It's very kind to invite me.

#### 3. At Table

A: Here's to you. I wish you success and good health.

B: Thank you very much.

#### 4. Over the telephone

A: Could I speak to Mr. Bent, please?

B: Speaking.

A: Alderman's calling. How are you, Mr. Bent?

B: Fine, thank you. And you?

A: Very well, thank you. Mr. Bent, I read your article in the trade paper yesterday. I found it very interesting. My congratulations.

B: Thank you very much.

A: Give my regards to your family. Hope to see you soon.

B: Thank you. Best regards to your wife. Good-bye.

#### 5. At the Conference

A: Mr. Brown, let me introduce myself. I'm Peter Alby from the Coal Association. I was greatly impressed with your report at the conference. It was a success. Congratulations!

B: Thank you very much. Are you interested in the problem?

A: Yes, I am. I'd like to discuss some issues with you. I wonder if you could have lunch with me some time.

B: Yes, I'd like to.

A: How about tomorrow?

B: I'm afraid I can't make it tomorrow. I've got a previous engagement.

A: What about Monday then?

B: Yes, Monday would be fine.

A: I'll call for you at your hotel.

B: Thank you. What time?

A: Is 12.30 convenient for you?

B: Yes, that will do very well.

A: I'll see you on Monday then. Thank you.

B: Thank you. Good-bye.

### Exercise 17.

1. Write a Christmas / New Year / Easter card to your business friend.
2. Your partner's product has been a commercial success. Write a letter of congratulation to him.
3. Mr. Green's speech at the meeting produced a great impression on you. You liked his idea of further development of the coal region and creating new jobs. Write a letter of appreciation to him.

### Exercise 18. Role-play.

1. Roles: Businessmen.

A. A businessman invites his partner to a reception / party / presentation / conference/meeting. His partner

accepts the invitation, and asks questions about the place and time. He / she promises to come.

B. A businessman invites his partner to the theatre / an exhibition / a concert / a restaurant. His partner declines the invitation and gives his / her reasons.

C. A businessman invites his friend to his place for a drink. His friend declines the invitation, because he's got a prior engagement. The businessman suggests another date. His business friend accepts the invitation.

2. Roles: a birthday person, a guest.

A man/woman comes to a birthday party. He/she congratulates his/her friend and gives him a present. The birthday person thanks the guest.

3. Roles: participants in the conference.

Mr. White's report is a great success at the conference. His ideas are creative, his approach is new. Mr. Smith introduces himself to Mr. White. He congratulates him on his success and invites him to dinner at a restaurant. Mr. White accepts the invitation.

4. Roles: businessmen.

A businessman has just been promoted. His friend rings him up to congratulate him. The businessman invites him to a cocktail party at his place. His friend promises to come.

## UNIT 9

### PEOPLE IN MANAGEMENT

#### 9.1. Business Promotes Peace and Progress

**Exercise 1.** Focus on the topical vocabulary.

to create new jobs [kri:'eɪt] — создавать новые рабочие места

entertainment [ˌentə'teɪnmənt] *n* — развлечение

the sick [sɪk] *n* — больные

the disabled [dɪs'æblɪd] *n* — нетрудоспособные, инвалиды

noble ['nəʊbl] *a* — благородный

Swedish ['swɪ:dɪʃ] *a* — шведский

dynamite ['daɪnəmaɪt] *n* — динамит

explosive [ɪks'plɔːsɪv] *n* — взрывчатое вещество

laureate ['lɔːrɪt] *n* — лауреат

merchant ['mɜːtʃənt] *n* — купец

magnificent [mæɡ'nɪfɪsənt] *a* — великолепный, величественный

treasure-house ['treʒəhaus] *n* — сокровищница

sugar manufacturer ['ʃʊɡə ,mænjʊ'fæktʃərə] — производитель сахара

philanthropist [fɪ'læntərəpɪst] *n* — филантроп

philanthropy [fɪ'læntərəpi] *n* — филантропия, благотворительность

financier [faɪ'nænsiə] *n* — финансист

magnate ['mæɡn(eɪt] *n* — магнат

to donate [dəʊˈneɪt] *v* — дарить, жертвовать  
 donation [dəʊˈneɪʃən] *n* — дар, пожертвование  
 foundation [ˌfaʊnˈdeɪʃən] *n* — основание; учреждение;  
 фонд  
 skyscraper [ˈskaɪskreɪpə] *n* — небоскреб  
 the United Nations [juːˈnaɪtɪd ˈneɪʃənz] — Организация  
 Объединенных Наций  
 humanity [hjuːˈmænɪti] *n* — человечество

**Exercise 2.** Try to understand the meaning of the derivatives.

Peace, peaceful; progress, progressive; contribute, contribution, contributor; social, socially, society; charity, charitable; tradition, traditional, traditionally; donate, donation; able, disable; active, activity; chemist, chemistry, chemical; entertain, entertainment; wealth, wealthy; collect, collector, collection; noble, nobility; locate, located, location; library, librarian; explode, explosive, explosion; magnificent, magnificence; industry, industrial, industrialist.

**Exercise 3.** Guess what these international words mean.

Social progress; social services; nations; modern civilization; industrial production; to visit a museum; a Swedish engineer and chemist; to produce dynamite; the Nobel prizes; the Swedish Academy; Nobel laureates; Russian literature; the dynasty of financial magnates; financiers; a philanthropist; philanthropy; to start the University of Chicago; a medical centre; concert halls; to contain a collection of sculptures; to collect Russian icons; a national gallery; global political, economic, cultural and ecological problems.

**Exercise 4.** Read the compound words made up by combining two stems and say what they mean.

A skyscraper, headquarters, a businessman, a chairperson, a newcomer, a teenager, a babysitter, a fourth-

year student, a sixth-former, a blackboard, a shopwindow, a treasure-house.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

To promote peace and progress; to buy and sell goods; to start a factory; to create new jobs; to give an opportunity; to be socially responsible; to participate in charitable activities; to help the poor, the sick and the disabled; to donate money to organizations; to invent a device; to receive a prize; to retire from work; to be located; to be situated; magnificent pictures; to be a merchant; a sugar manufacturer; a collection of paintings; a famous artist; a powerful leader; to solve important problems; the headquarters of the United Nations.

**Exercise 6.** Read the sentences with substantivized adjectives and express the same in Russian.

1. Wealthy people must help the poor, the sick and the disabled. 2. Job centres help the unemployed to find work. 3. National insurance benefits are available to the unemployed, the sick and the retired. 4. The English are polite and reserved. 5. The word «news» is an uncountable noun and used in the singular. 6. Countable nouns are used both in the singular and in the plural.

**Exercise 7.** Work in pairs. Speak about businessmen's donations. Use the model and list of words below.

Model A: What organizations do businessmen make donations to?

B: Businessmen make donations to hospitals.

Charities, hospitals, schools, colleges, universities, museums, old people's homes, hospices.

**Exercise 8.** How, in your view, should rich people spend their money? Read the text about socially responsible

businessmen. How do you feel about their approach to using wealth?

### **Business Promotes Peace and Progress**

Business contributes to the development of nations and civilization, because it relates to production, buying and selling goods and services which are in demand in society. Starting factories creates new jobs and gives people an opportunity to support their families. Entertainment business helps people to enjoy themselves. At present, most company officials recognize the need for firms to participate in the affairs of the communities in which they are located and in the social life of the country. But, unfortunately, many companies still need to be more socially responsible.

Socially responsible business not only promotes economic growth of a country, it also encourages peace, development of science and culture in a society, participates in charitable activities. Traditionally, rich people have always donated money to schools, hospitals, libraries, museums and charities. They have helped the poor, the sick, the disabled in their country and in the Third World.

Different nations can supply classic examples of such noble activities.

Alfred Nobel was a famous Swedish engineer and chemist who lived from 1833 to 1896. He invented dynamite. Nobel had factories producing explosives and became very wealthy.

When the scientist died, his money was used to establish the Nobel prizes. In his will he left it to the Swedish Academy of Sciences. He wanted his money to be given to remarkable people for achievements in physics, chemistry, economics, literature and peace. People from different countries can become Nobel laureates. The Nobel prizes are awarded in Sweden. It is a great honour to receive a prize, and the winners get a lot of money.

Pavel Tretyakov (1832-1898) and his brother Sergei were rich Russian merchants. They had some factories. The brothers were fond of painting. Pavel bought old Russian icons and pictures by Levitan, Serov, Repin, Surikov, Nesterov and other famous artists. He wanted all people to see the magnificent works of art he had collected. In 1890 he founded a national picture gallery. At present the Tretyakov Gallery is a treasure-house of Russian art, it is visited by many people.

William Armstrong was a famous British engineer, investor and industrialist who lived in the 19<sup>th</sup> century. He designed a hydraulic engine and many new machines. His company built cranes, guns, warships for Britain and Japan. Armstrong was also a philanthropist and donated a lot of money to charity. He gave money to build a natural history museum and a hospital in Newcastle.

Henry Tate was a wealthy English sugar manufacturer and art collector. In 1897 he founded an art gallery, which was named after him. The Tate Gallery is situated in south central London. It mostly includes pictures and sculptures of the 19<sup>th</sup> and 20<sup>th</sup> centuries. The Tate Gallery contains a large collection of paintings by J.M. Turner.

John Davison Rockefeller (1839-1937) was the head of the US dynasty of oil magnates and financiers. In 1870, he started the Standard Oil Company. When he retired, he was the richest man in the world. John D. Rockefeller was a philanthropist. In 1892, he donated part of his money to start the University of Chicago. In 1901, he founded the Rockefeller Institute for Medical Research (now it is called Rockefeller University), and the Rockefeller Foundation in 1913. His son, John D. Rockefeller II (1874-1960) built the Rockefeller Centre, which comprises offices, shops, concert halls, and other places of entertainment. The Rockefeller Centre is located in New York City, between 48th and 51st Streets. Now it includes 19 skyscrapers. John D. Rockefeller II gave the United Nations the land for its headquarters.



The richer and more powerful is a businessman, the more he can do for his country and people. Wealthy people can also solve global political, economic, cultural and ecological problems.

**Exercise 9.** Find in the text the equivalents of these words and word combinations.

Способствует миру и прогрессу; создает новые рабочие места; содержать семьи; изобрел динамит; в своем завещании; достижения в области физики, химии, экономики и в борьбе за мир; произведения искусства; сокровищница русского искусства; музей естествознания; была названа его именем; отошел от дел; штаб-квартира; решать глобальные политические, экономические и экологические проблемы.

**Exercise 10.** Answer the following questions in pairs.

1. What can business do for the development of countries?
2. What is charitable activity?
3. Who was Alfred Nobel? What did he do for the humanity?
4. Who was Pavel Tretyakov? What was his gift to his country and people?
5. How did William Armstrong help people in Newcastle?
6. What is Henry Tate known for?
7. What did the Rockefellers do for their nation?

**Exercise 11.** Read the article to get some more information about J.D. Rockefeller II. What made the millionaire take up philanthropy?

#### John Davidson Rockefeller, Jr.

John Davison Rockefeller, Jr. (1874–1960) was an American philanthropist, the only son of John D. Rockefeller, Sr., and heir to the Rockefeller fortune, who built Rockefeller Center in New York City and was instrumental in the decision to locate the United Nations in that city.

After graduation from Brown University in 1897, he joined his father in business but never assumed complete management of Standard Oil, eventually choosing to focus his efforts on philanthropy. What business interests he pursued were associated with his father's long-standing opposition to strikes by organized labour; he was one of those blamed for the so-called Ludlow Massacre (April 20, 1914), in which sit-in strikers at the Rockefeller-controlled Colorado Fuel and Iron Company were fired on by militiamen, resulting in 17 deaths. The tragedy was said to have solidified Rockefeller's devotion to humanitarian causes.

In association with his father, he created major philanthropic institutions, including the Rockefeller Institute for Medical Research (renamed Rockefeller University) in New York City (1901), the General Education Board (1902), and the Rockefeller Foundation (1913). In funding construction of Rockefeller Center in Manhattan—one of few large, privately funded development projects occurring in the Great Depression—Rockefeller created 75,000 jobs at a time of widespread unemployment in the 1930s. During World War II he helped establish the United Service Organizations (USO), an agency for the aid of members of the U.S. military and their dependents.

After the war, he donated land for the United Nations headquarters, a gift that figured prominently in the decision to locate the world organization in the United States. In 1958 he donated \$5 million for the Lincoln Center for the Performing Arts in New York City. His other philanthropic works included restoration of colonial Williamsburg, Virginia, construction of low-rent housing in poor sections of New York City; and donations to the city's Riverside Church and the Museum of Modern Art.

In 1901 Rockefeller married Abby Greene Aldrich (1874–1948), daughter of U.S. Senator Nelson W. Aldrich. As an art collector, she was instrumental in the founding of the Museum of Modern Art. They had six children —

a daughter, Abby (1903–1976), and five sons: John D. III, Nelson A., Laurance S., Winthrop, and David.

**Exercise 12.** Make a list of institutions John D. Rockefeller II donated money to. Find information about any of them and give a talk in class.

**Exercise 13.** What do you know about Vladimir Potanin? Have you heard about the activity of his Foundation? Do you know any winners of Potanin scholarships? Are you one of them? Read the text to get more information about the foundation.

#### Vladimir Potanin Foundation

The Vladimir Potanin Foundation was registered by the Moscow Registration Chamber on 10 January 1999, registration certificate No.076100.

The Vladimir Potanin Foundation was established for implementation of socially significant long-term projects in the sphere of domestic education and culture. It is a private Foundation with budget financed by personal assets of Vladimir Potanin. (At present, V. Potanin is Director General, Chairman of the Board of the Interros Company.)

The Mission of the Foundation is to promote the development of strategic philanthropy and recognition of active and creative professionals. The Foundation cooperates with those who are capable of changing themselves and are ready to make their contribution to the development of Russian society. The Foundation shapes a social environment, which values creativity, professionalism and active volunteer work.

The Foundation operates in line with the following principles:

— making the rules transparent and providing all participants of the Foundation's projects and programs with equal conditions by means of contest mechanisms;

— holding leadership in the industry means not to be afraid of experiments and using new technologies, while being creative in applying Russian and foreign charitable experience;

— cooperating with professional partners.

The Foundation primarily focuses on the implementation of long-term scholarship and grant programs. They are aimed at talented young students of the country's major state educational institutions, as well as at talented teachers.

Culture supporting projects are also of importance for the Foundation, which aims to encourage vocational and creative growth of the Russian museum society. The Foundation strives to support innovations of active and creative museum professionals with potential for cultural breakthrough.

The Foundation annually awards over 400 grants and 2,300 scholarships.

The Vladimir Potanin Foundation is a member of the European Foundation Centre and a founding member of the Russian Forum of Donors.

**Exercise 14.** Say if these statements are true or false. Correct the wrong variants.

1. The Vladimir Potanin Foundation is a charitable organization whose goal is to help the poor, the sick, and the disabled.
2. The foundation collects donations to contribute to the development of Russia.
3. The foundation donates money to support promising, energetic professionals and talented students.
4. The Vladimir Potanin Foundation cooperates with Russia's best educational and cultural establishments.
5. The foundation pays a large amount of money on grants and scholarships every year.

**Exercise 15.** Read the text again and write out the key words which can help you to describe the aim, principles and work of the Vladimir Potanin Foundation. Speak about the organization.

**Exercise 16.** Work in pairs. Discuss how rich Russian businessmen can help their country / city / town / village and people living there. Use the list of word combinations below.

To build schools, hospitals, libraries, churches; to help the poor, the sick, the disabled; to donate money to charities, hospitals, educational establishments; to start charitable organizations; to start a factory; to create new jobs; to support campaigns for peace and environmental protection; to produce quality goods.

**Exercise 17.** Write about socially responsible activities of a businessman or a company.

## 9.2. Prominent Leaders and Businessmen

**Exercise 1.** Focus on the topical vocabulary.

genius [ˈdʒiːniəs] *n* — гений  
 generation [dʒenəˈreɪʃən] *n* — поколение  
 second to none [ˈsekənd tə ˈnʌn] — непревзойденный  
 software [ˈsɒftweɪ] *n* — программное обеспечение  
 word processing [wɜːd ˈpraʊsesɪŋ] — электронная обработка текста  
 explorer [ɪksˈplɔːrə] *n* — исследователь; *E.* — проводник  
 Web surfing [ˌweb ˈsɜːfɪŋ] — навигация по сети  
 cutting-edge technology [ˈkʌtɪŋ ˈedʒ ˌtekˈnɒlədʒi] — новейшая технология  
 to violate [ˈvaɪələt] *v* — нарушать  
 anti-trust law [ˌæntiˈtrʌst ˈlɔː] — антитрестовский, анти-монопольный закон

application [ˌæplɪˈkeɪʃən] *n* — применение; приложение, прикладная программа  
 numerous [ˈnjuːmərəs] *a* — многочисленный  
 unique [juːˈniːk] *a* — уникальный  
 to remain [rɪˈmeɪn] *v* — оставаться  
 attorney [əˈtɜːnɪ] *n* — поверенный  
 remarkable [rɪˈmɑːkəbl] *a* — замечательный, выдающийся  
 fortunate [ˈfɔːtʃnɪt] = lucky [ˈlʌki] *a* — счастливый, удачный, удачливый  
 personality [ˌpɜːsəˈnælɪti] *n* — личность, индивидуальность  
 workaholic [wɜːkəˈhɒlɪk] *n* — трудоголик  
 devoted to [dɪˈvɔːtɪd] *a* — преданный (чему-л.); посвященный (чему-л.)  
 gift [ɡɪft] *n* — дар  
 to foresee (foresaw, foreseen) [fɔːˈsiː, fɔːˈsɔː, fɔːˈsɪn] *v* — предвидеть  
 to predict [prɪˈdɪkt] *v* — предсказывать, прогнозировать  
 prediction [prɪˈdɪkʃən] *n* — предсказание, прогноз

**Exercise 2.** Try to understand the meaning of the derivatives.

Doubt, doubtful; operate, operating, operation; cut, cutting; violate, violation; skillful, skillfully; remark, remarkable; child, childhood; enter, entrance; intelligent, intelligence; devote, devoted, devotion; fortunate, fortunately; lucky, luckily; foresee, foreseeing; predict, prediction; invent, inventor, invention, inventive; work, workaholic; ware, hardware, software; explore, explorer; exploration; apply, application; finger, fingertip.

**Exercise 3.** Guess what these international words mean.

A genius of business and management; a company leader; the idol of Americans; to start a unique computer company; computer industry; producers of computers;

computer technology; computer operating systems; experts in programming; talented and creative programmers; anti-trust; a banker; sectors of economy; leadership; business traditions; intelligent, innovation; personal computers; to create versions of BASIC for personal computers; to monopolize.

**Exercise 4.** Read the following word combinations and give their Russian equivalents.

A successful businessman; the older generation; the younger generation; to be second to none; to start a software company; to be famous for; a word processing program; a program for Web surfing; to violate laws; to develop unique technology; numerous companies; to be an attorney; to write software; to be engaged in; to enter university; to drop out of university; to stem from; to be devoted to; to be born; to predict inventions; to encourage workers; to pay attention to research and development; to foresee future; to be a strong leader; cutting-edge technology.

**Exercise 5.** Paraphrase the sentences with the words *early* (в начале) and *late* (в конце).

Model. The shop was opened late / early in 2000. — The shop was opened at the end of / at the beginning of 2000.

1. The company was founded in the early 20th century.
2. The organization was established in the late fifties.
3. The conference will be held early this year.
4. Mr. Brown will go on business early next month.
5. The talks were conducted in early January.
6. The businessman went to London early last week.
7. The delegation arrived in late October.
8. The manager phoned me in the late afternoon.
9. The shop was opened late in 2000.
10. The contract will be signed late next week.

**Exercise 6.** Choose the correct form of the verb in brackets. Consult § 49 (Reference Grammar).

1. I can't buy this computer. It \_\_\_\_ (would be / would have been) too expensive.
2. But for my colleagues' help, I \_\_\_\_ (would never finish / would have never finished) the project in time.
3. Without his friend, the man \_\_\_\_ (would never start / would have never started) a software company.
4. You are late again. The manager is busy, or the meeting \_\_\_\_ (would begin / would have begun).
5. I know this man very well, otherwise I \_\_\_\_ (wouldn't recommend / wouldn't have recommended) him. Now you see I was right.
6. The work is too difficult, or the workers \_\_\_\_ (would finish / would have finished) it.
7. Can I help you? — Yes. I \_\_\_\_ (would like / would have liked) to have a job interview.
8. The boss is angry. He \_\_\_\_ (would stop / would have stopped) at nothing now.
9. The chief engineer is away. He \_\_\_\_ (would know / would have known) what to do.

**Exercise 7.** Work in pairs. Speak about famous people. Use the model and information below.

Model. A: Who was Henry Ford?

B: He was a great American engineer and businessman.

A: What is he famous for?

B: Henry Ford introduced the assembly line and began mass production of cheap cars.

Alexander Graham Bell, to be a famous Scottish inventor, to invent the telephone.

Thomas Edison; to be a great American inventor; to invent the electric bulb and phonograph; to improve the telegraph, telephone, film camera and projector.

Henry Ford; to be a great American engineer and businessman; to introduce the assembly line; to begin mass production of cheap cars.

The Wright brothers; to be well-known American inventors; to invent, build and fly the first airplane.



**Exercise 8.** Do you agree that only a few people are destined to be outstanding businessmen? What leads them to success? Read the text and find out if you are right.

### Genius of Business and Management

No doubt, the most successful businessman and company leader of the late 20th century and the early 21<sup>st</sup> century is Bill Gates, one of the richest men in the world. He is the idol of the new generation of Americans and a lot of people in other countries.

Microsoft, the company Bill Gates and Paul Allen started in 1975, is now second to none in the US computer industry. Its corporate headquarters are in Redmond, Washington. The company is one of the world's largest and most important producers of computer software. It is famous for its Windows operating system, used on most personal computers, for Microsoft Word, a word-processing program, for its spreadsheet programmes, and for Internet Explorer, a program for Web surfing. The company holds the second place in video gaming market. Bill Gates has kept Microsoft at the cutting edge of new technology for many years.

Microsoft is not popular in the world of American business. According to experts, the company is violating the US anti-trust law and even business traditions. The point is that all big firms usually have competitors in all sectors of the economy. But Microsoft has monopolized the market of operating systems and sells new versions of Windows with all applications. But in spite of the numerous anti-trust cases, Bill Gates skillfully leads the company, and it still remains successful and unique.

The company's success is mostly explained by Gates himself and his excellent leadership.

Bill Gates was born on the 28th of October, 1955. His father, William H. Gates II was an attorney. His mother,

Mary Gates, was a remarkable woman. Her father was a banker, and she was engaged in social and business life. In high school, Bill Gates began writing software. In 1973, he entered Harvard University. At university, he went on programming. He wrote versions of BASIC for the first personal computers. After three years at Harvard, Bill Gates had to drop out to start Microsoft. He was 19 at that time. In his book *The Road Ahead*, Bill Gates writes that luck played a great role in his life. He was fortunate to have a family and teachers who encouraged him. He was lucky to become friends with Paul Allen. Without Paul, there would have been no Microsoft, Gates says. He was lucky to be born at the right time.

Bill Gates' success stems from his personality. He is intelligent, creative and diligent. He is a workaholic devoted to programming.

Bill Gates has a gift of foreseeing future. He has a smell for innovation. Many of his predictions have turned out to be correct. For example, in 1990 he predicted that in the near future people would have «information on fingertips», and very soon, thanks to computers and the Internet, his dream came true. Gates has also predicted the development of pocket computers, car computers, PC-kiosks, voice control and some other inventions.

In his company, Gates pays much attention to research and development. He has an excellent team of talented and creative programmers and developers. As a strong, democratic leader, Bill Gates encourages his workers and steers them to success. His company is always in search of new products, it is always in progress.

**Exercise 9.** Find in the text the equivalents of these words and word combinations.

По мнению экспертов; конкуренты; программа обработки текста; несмотря на многочисленные антимонопольные судебные дела; главным образом объясняется;

участвовала в социальной и деловой жизни; продолжил заниматься программированием; бросить университет; ему повезло; родиться в нужное время; умный, творчески мыслящий и трудолюбивый; дар предвидеть будущее; предсказания оказались верными; карманные компьютеры; киоск ПК; речевое управление.

**Exercise 10.** Answer the following questions in pairs.

1. Why is Bill Gates a wealthy man?
2. When was Bill Gates born?
3. Who were his parents?
4. What education did he get?
5. When did he begin writing software?
6. Who started Microsoft? When did it happen?
7. What is Microsoft famous for?
8. What are Bill Gates' personal qualities?
9. What does his success stem from?
10. What do you think about Bill Gates?

**Exercise 11.** Speak about Bill Gates as a prominent leader.

**Exercise 12.** Read the article about the Bill and Melinda Gates Foundation. What do you think about their collaborative approach to philanthropy? Do you agree with the proverb: «If you want to go fast, go alone. If you want to go far, go with others»? Why?

#### Gates Foundation

On May 4, 2006, the Prince of Asturias Foundation in Spain announced that the 2006 Prince of Asturias Award for International Cooperation would go to computer entrepreneur Bill Gates and his wife, Melinda French Gates. The international prize was only the most recent honour granted to the pair on behalf of the Bill and Melinda Gates Foundation, the philanthropic organization that they directed. On June 15 Bill Gates announced that he would

gradually reduce his role at Microsoft, Inc., and would «reorder [his] personal priorities» through 2008, at which time he planned to turn his full attention to the Gates Foundation. One week later billionaire investor Warren Buffett, a personal friend of the Gateses, announced his plan to direct some \$30 billion of his fortune to the Gates Foundation in the coming years.

William Henry Gates III was born Oct. 28, 1955, in Seattle. He developed an interest in computer programming as a teenager, writing software for his school payroll system and selling a traffic-management program to municipal governments. He dropped out of Harvard University in his junior year to join Paul G. Allen in the development of an operating system for personal computers. Gates played an essential role in licensing the system, MS-DOS, to IBM. Having paired with one of the world's leading computer suppliers, Microsoft grew into the world's dominant software supplier and made Gates the wealthiest person in the world.

Melinda Ann French was born on Aug. 15, 1964, in Dallas. She credited her interest in computers to a seventh grade teacher who placed her in an advanced math class. After graduating from the Ursuline Academy (a Catholic girls high school), she studied computer science and economics at Duke University (B.S., 1986; M.B.A., 1987). She joined Microsoft in product development in 1987 and rose to be general manager of information products. French married Gates on Jan. 1, 1994, and when their first child was born in 1996, she left the company to concentrate on her family and the couple's charitable work.

Bill and Melinda Gates initiated their charitable endeavours in 1994, largely at the behest of Bill's father, William H. Gates, but also from the example of Bill's mother, a devoted philanthropist who had died earlier that year. Their first effort, the William H. Gates Foundation, pursued global health programs as well as projects in the

Pacific Northwest, where they lived. Three years later they launched the Gates Library Foundation (renamed Gates Learning Foundation in 1999) to benefit North American libraries, with a particular focus on bringing Internet technology to public libraries. Next came the Gates Millennium Scholars program (1999), which directed \$1 billion toward minority study grants. The couple consolidated their charitable interests in 2000 as the Bill and Melinda Gates Foundation, with a reported endowment of \$17 billion.

By 2006 the foundation was by far the world's largest—counting Buffett's pledge, its assets would total roughly \$60 billion. Anticipating its growth needs, the Gates Foundation made two significant changes during the year. It broke ground for a new headquarters in Seattle, and it reorganized into three divisions: global health (including nutrition), global development, and community and education causes in the U.S. Through this change the foundation underscored its commitment to solving health problems around the world, with particular emphasis on developing treatments and vaccines for malaria, HIV/AIDS, and tuberculosis; controlling insects that transmit diseases; and developing superfoods in the fight against malnutrition. Despite the huge endowment and the Gateses' personal wealth, the foundation funded no program single-handedly; instead, it compelled other organizations, firms, and even countries to help underwrite programs. Their collaborative approach evoked an African proverb cited by Melinda Gates and others at the Gates Foundation: «If you want to go fast, go alone. If you want to go far, go with others».

**Exercise 13.** Match the words from the text with their definitions.

- |                 |   |
|-----------------|---|
| 1. A foundation | a) a charitable institution helping people in need. |
|-----------------|---|

- |                                 |   |
|---------------------------------|---|
| 2. A philanthropic organization | b) helping people who are poor, sick, in difficulties, etc.                                   |
| 3. A payroll                    | c) the property of a company which could if necessary be sold to pay debts.                   |
| 4. Charitable work              | d) a building where the leaders of the organization work.                                     |
| 5. Endowment                    | e) an organization that gives out money for certain special purposes.                         |
| 6. Assets                       | f) a list of workers employed by a company and the amount of wages each person is to be paid. |
| 7. Headquarters                 | g) a collective way of dealing with a problem, work, etc.                                     |
| 8. Pledge                       | h) physical weakness caused by not eating enough good food.                                   |
| 9. Malnutrition                 | i) a gift of money that is made to an institution.  |
| 10. A collaborative approach    | j) a solemn promise or guarantee to do something.   |

**Exercise 14.** Read the text again. Write out the key words to describe the activities of the Bill and Melinda Gates Foundation. Speak about their charitable endeavours.

### 9.3. Women in Management

**Exercise 1.** Focus on the topical vocabulary.

- non-executive director — член правления  
 to contradict [kəntrə'dikt] *v* — противоречить  
 divorce [di'vɔ:s] *n* — развод; *v* — разводиться  
 divorce rate(s) — процент разводов  
 prone to smth [prəʊn] — склонный к чему-л.  
 assertive [ə'sɜ:tɪv] *a* — чрезмерно настойчивый, самоуверенный, напористый



the only ['əʊnli] *a* — единственный  
 to soar [sɔ:] *v* — повышаться  
 Australia [ɒs'treɪliə] — Австралия; *ад.* — австралийское  
 отделение компании  
 to resign [ri'zaɪn] *v* — отказываться (от должности), ух-  
 одить в отставку  
 resignation [ˌreziɡ'neɪʃən] *n* — отказ (от должности); от-  
 ставка  
 feminist ['femɪnɪst] *n* — феминист(ка), борец за равно-  
 правие женщин  
 to betray [bi'treɪ] *v* — предавать, изменять  
 to bring up ['brɪŋ'ʌp] *v* — воспитывать  
 envy ['envi] *n* — зависть; *v* — завидовать  
 brand [brænd] *n* — фабричная марка; сорт, качество; тор-  
 говый знак; товарный знак  
 to adore [ə'dɔ:] *v* — обожать, поклоняться  
 relief [ri'li:f] *n* — облегчение, утешение  
 to be offended [ə'fendɪd] — быть обиженным  
 to take up *v* — начинать, предпринимать  
 portfolio [pɔ:t'fəʊljəʊ] *n* (*pl* -os [-əʊz]) — портфель; высо-  
 кая должность  
 to stick [stɪk] *v* — застревать, завязнуть  
 convention [kən'venʃən] *n* — обычай, условность

**Exercise 2.** Try to understand the meaning of the derivatives.

Considerable, considerably; act, enact; disable, disa-  
 bility; tend, tendency; politics, politician; assert, assertive;  
 envy, envious; feel, feeling; govern, government; contra-  
 dict, contradiction; combine, combined, combination; con-  
 nect, connected, job-connected, connection; marry, mar-  
 ried, marriage; male, female; expect, expecting, expected,  
 unexpected, unexpectedly; resign, resignation; betray,  
 betrayal; busy, business, businesslike; obvious, obviously;  
 brand, branding.

**Exercise 3.** Guess what these international words mean.

To dominate, domination; traditional roles, a professional  
 role; politicians; top positions in companies, company  
 directors, Norwegian companies, the management system of  
 companies; a result, to result from the company policy; the  
 percentage of company directors in Japan, 8 per cent; sex  
 discrimination; restaurant managers; psychologists; to  
 concentrate on a career; a British business lady; to demon-  
 strate; a post; feminists, feminism; ideal; to attack; a dilemma;  
 to balance, a balance; to tick; biological; a leadership position;  
 academic; sporty; a university; a computer analyst; colleagues;  
 culture; a principle; to colour; directors; to lecture; global;  
 normal; meeting; co-directors; a phone; a secretary; portfolio  
 career; roles; to benefit.

**Exercise 4.** Read the words with the prefix *super-*  
 ['sju:pə] (сверх-) and say what they mean.

Superhuman, superintendent, superman, supermarket,  
 supernatural, supernormal, superpower, superprofit,  
 supertrim, superwoman.

**Exercise 5.** Read the words with the prefix *co-* [kəʊ]  
 and guess what they mean.

Model 1: co-education — совместное обучение лиц обо-  
 его пола

Co-ownership, co-operate, co-operation, coexist, co-  
 existence, co-ordinate, co-ordination.

Model 2: co-operator кооператор, сотрудник

Co-author, co-authoress, co-owner, co-director, co-  
 debtor.

**Exercise 6.** Read the following word combinations and  
 give their Russian equivalents.

Developed countries, to make a choice; to reach the  
 top; to run a company; to resign from a post; to be a full-  
 time mother; to be like; the death of Superwoman; to betray



the cause; the common thirty-something dilemma; to balance career opportunities; a ticking biological clock; by the time; to be in the top leadership position; to recruit women; to give the rest of one's life to the company; to be brought up; an academic, sporty and smart child; to study chemistry; a computer analyst; to be businesslike and super-trim; to be brisk, sensible and confident; to involve oneself in; at the latest; to stay late at work; to promote people; to establish a work-home balance; to make people «green with envy»; non-executive directorships; to lecture on global branding; to attend board meetings; to call somebody; to answer the (tele)phone; to be offended; to take up portfolio career; to stuck up between conventions and roles.

**Exercise 7.** Choose the correct form of the verb in brackets. Consult § 49 (Reference Grammar).

1. The senior engineer is on business. He \_\_\_\_ (would explain / would have explained) the task to the workers now. 2. You missed yesterday's lecture on management. It \_\_\_\_ (would be / would have been) useful for you. 3. I \_\_\_\_ (would like / would have like) to make an appointment with one of the co-directors. 4. Unfortunately, Mr. Green is ill. He \_\_\_\_ (would be / would have been) happy to be present at the reception today. 5. \_\_\_\_ (Would you like / Should you like) a drink? 6. Why didn't you follow my advice? You \_\_\_\_ (would meet / would have met) many important people at the party. 7. It's hot. I \_\_\_\_ (wouldn't mind / wouldn't have minded) taking a walk. 8. I didn't know you were busy. I \_\_\_\_ (wouldn't phone / wouldn't have phoned) you. 9. Don't you want to offer her the job? She \_\_\_\_ (would accept / would have accepted) the offer. 10. I wasn't here at that time. I \_\_\_\_ (would warn / would have warned) you.

**Exercise 8.** Read these sentences with the constructions *would + Infinitive* and *used [just] to + Infinitive* and express the same in Russian.

Model: Helen would often call on us. Элен, бывало, часто заходила к нам.

There used to be a food shop in the street. На этой улице был когда-то магазин.

1. My friend used to live in this street. 2. My father would come home late. 3. I used to be an angry young man. 4. At about 4 pm on Fridays, when the working day was short, Penny Hughes would tell colleagues to go home. 5. The manager used to sit in his office and look through documents all day. 6. My family would go to the south in summer. 7. She would be very busy on weekdays. 8. Mr. Brown used to travel a lot. 9. The old man would stay at this hotel. 10. Anna used to be an interpreter at different exhibitions. 11. My mother would get up early and make breakfast. 12. Henry used to discuss important problems with his colleagues. 13. Jane would speak on the telephone for hours. 14. Michael used to work on a computer in his spare time.

**Exercise 9.** Work in pairs. Describe a woman's duties at home. Use the model and word combinations below.

Model. A: What does a woman do about the house?

B: She...

To get up early; to cook meals for the family; to wash up = to wash the dishes; to clear away (убирать посуду со стола); to wash clothes; to clean the house; tidy the flat; to go shopping; to do (the) shopping; to look after her husband and children; to play with her children; to help her children to do their homework.

**Exercise 10.** Work in pairs. Describe a manageress's job responsibilities. Use the model and word combinations below.

Model A: What are women managers' responsibilities?

B: Their duties are the same as men's. They organize the work of their departments.

To organize work, to deal with subordinates and the boss; to supervise employees; to take important decisions; to maintain discipline; to encourage employees to work harder and to be creative; to generate ideas.

**Exercise 11.** Is it possible for a woman to hold a high position in a company? Is it easy for her to have a family and be a professional at the same time? Read the text and find out if it proves your point of view.

### Women in Management

#### I

Significant changes have taken place in the demographic makeup of the labour force. The share of working women has grown considerably. Important changes have also been made in the labour legislation of most developed economies. For example, in the 1960s the United States enacted a series of equal employment opportunity laws, which forbid discrimination in employment on the basis of race, colour, creed, sex, age, or disability. Companies that do business with the US government have an additional obligation to provide job opportunities for women.

The role of women in modern society and in business in particular is growing. There are women politicians, lawyers, doctors, teachers and managers. In developed countries more and more women hold high positions in companies, though men still dominate boards of directors.

In some European countries there is a tendency to promote women to high and top positions in companies. These changes in the management system have resulted from the government policy, aimed at giving women equal opportunities and rights, feminists' struggle against discrimination at work, and ideological changes in society.

Unfortunately, very often the traditional roles of mother and wife contradict the new role of professional.

It is not easy for a career woman to combine family duties with work. She is too busy with job-connected

problems and spends a lot of time away from home. She cannot take care of her husband and children properly, cook, do the washing and cleaning. Sometimes marriages end in divorce.

According to another study, female bank officers have the highest divorce rate. Female restaurant managers also rank among the most divorce-prone. Psychologists explain that these positions draw independent, assertive women who concentrate more on their career than on their marriages.

At best, professional growth and a happy family life can parallel and coexist peacefully. But very often modern women have to make a difficult choice between a successful career and a good marriage. Some women prefer being a professional. Others choose their families and give up their careers.

#### II

Here is a charming story about a British businesswoman who gave up her high position in a famous company and became a good mother and wife.

Penny Hughes was the youngest and only female president of Coca-Cola UK. Her salary was £250,000. She demonstrated that she could work. Sales soared under her leadership. Hughes also recruited other women who are reaching the top, and they now have a woman running Australia.

At the age of 35 Penny Hughes unexpectedly resigned from her high post to be a full-time mother. Her resignation was like the death of Superwoman as an ideal. Feminists attacked her for betraying the cause. Her peers could not understand why she had done it.

Her decision to leave Coca Cola was the result of that common thirty-something dilemma: how to balance career opportunities against a ticking biological clock. «I had meant to have children when I was about 30, and then the next job came along», she says. «Then, I meant to have

them at 33, and I got promoted to president. By the time I was 35, I had been in the top leadership position at Coca UK for two years and I had to have children now. Also, I'd done 10 years there and I didn't want to give the rest of my life to the company».

Penny Hughes was brought up in Birkenhead, Merseyside. She was an academic, sporty, and smart child. After school, she went to Sheffield University and studied chemistry. She met her future husband, David, a computer analyst, there.

Hughes is prettily businesslike and super-trim. She is brisk, sensible and confident.

Penny Hughes says that she has never been too busy, even when she was running Coca UK. She never took work home and finished work by 5.30 pm or 6 pm at the latest. Hughes would deal only with decisions that needed her attention. At about 4 pm on Fridays, she used to tell colleagues to go home. She wouldn't promote people who had to work 12 hours a day to do their job. They just couldn't work. Hughes is against staying late at work. Life is too short.

Today Penny Hughes has established a work-home balance that makes other men and women «green with envy». She earns over £100,000 a year for about 10 days' work a month. Her work consists of four non-executives directorships at the Body Shop, Next, Beresford and the Mirror Group. She has no normal week. Over a month, Hughes attends four board meetings, does four days of reading and research. She also lectures on global branding and management. Two or three days a week she spends at home.

Hughes adores her two boys and loves playing with them. She helps shape them. The woman's life is full. She is satisfied. What Penny Hughes has given up is the management. That is a relief because it takes energy, time and passion — that is what she puts into her children.

The corporate culture is changing, she says. When her co-directors call her at home, often her three-year old answers the phone. Five to ten years ago, business people would have been offended. They would have expected a secretary. Now, she says to people, you take me as I am.

Hughes would like to see men take up portfolio careers. She hopes she would have made the same decision if she had been a man. She feels sorry for men because they are stuck within their own conventions and roles. She wants them to change their views about work, too.

**Exercise 12.** Find in the text the equivalents of these words and word combinations.

Женщины-политики, женщины-юристы, женщины-менеджеры; в развитых странах; преобладают в советах директоров; по данным исследования, проведенного ведущим бизнес-центром; правительственная политика, направленная на; к сожалению; женщина, сделавшая карьеру; отказаться от карьеры; единственная женщина-президент британского филиала компании «Кока-Кола»; коллеги; неожиданно оставила свой высокий пост; я получила повышение и стала президентом; управляла (компанией); у нее ненормированная неделя; изменить точку зрения.

**Exercise 13.** Answer the following questions in pairs.

#### I

1. What demographic changes have taken place in developed economies?
2. Is the role of women in business growing? Why?
3. What women's roles in society contradict each other?

#### II

1. Was Penny Hughes' career at Coca Cola UK successful?
2. Which choice did she make: to be a good mother or to be a superb professional?
3. Is the corporate culture changing? What does Mrs. Hughes say about it?

4. Who must take portfolio careers, according to Penny Hughes?
5. Is Mrs. Hughes a prominent woman? Why do you think so?

**Exercise 14.** Work in small groups. Speak about:

- Penny Hughes' work at Coca Cola UK and the reasons for giving up her position;
- Penny Hughes' childhood and education;
- Penny Hughes' family;
- Penny Hughes present occupations.

**Exercise 15.** Work in pairs or a small groups. Discuss which is more important for a woman:

- a) — to leave secondary school and get married,  
— to get a good education at college / university,  
— to combine family life with studies;
- b) — to become a housewife,  
— to have a good job,  
— to combine family interests with career interests.

Prove your point of view. You can use the word combinations below or give your own variants.

To have a good husband and children; to become a cultivated and broad-minded person; to become a professional; to hold a high position; to have both a family and a good job; to be an excellent wife and mother and a prosperous businesswoman at the same time; to care for her husband and children; to do her professional duties; to do her housework; to be effective at work; to devote herself to her family; to dedicate herself to career / business / science / politics; to support her family; to earn her living; to be the breadwinner in the family.

**Exercise 16.** Read the text about a fantastic Taiwanese woman who has succeeded in combining her career, clan traditions and family life. Put the verbs in brackets into the correct tenses (active or passive).

When Cher Wang \_\_\_ (to enter) a roomful of people, they struggle to contain their curiosity. As Taiwan's richest woman, founder of two important technology companies, Via and HTC, and a daughter of the island's most revered tycoon, the late Wang Yung-ching, she \_\_\_ (to be) naturally a focus of public attention. But her determination to avoid it \_\_\_ (to earn) her a reputation as shy and secretive.

Only since HTC, the smartphone company she \_\_\_ (to set up) in 1997, became a fast-rising star among global gadget makers has the 50-year-old chairman of the company engaged with the public.

Yet it \_\_\_ (to be) her ability to put herself in the shoes of the consumer that observers say is one of the biggest factors behind the success of, first, the chipset maker Via, and then HTC, which \_\_\_ (to make) the jump from contract manufacturer to branded vendor. It is a switch that other Taiwan IT companies \_\_\_ (to struggle) to make.

«Cher \_\_\_ (to approach) the business with the eyes of the consumer, because she is not an engineer», says one executive at T-Mobile, who has worked with HTC. «Often, she instinctively \_\_\_ (to make) the right choices».

Wang may be reticent in public, but speaking in Via's swanky Beijing headquarters about her businesses and how she \_\_\_ (to run) them, she is outgoing and cordial. She even asks her staff to treat her guest to the hot sweetened lemon juice she \_\_\_ (to sip) to soothe a sore throat.

This personal warmth, it becomes clear, \_\_\_ (to be) also a secret weapon in her management style. She \_\_\_ (to say) one of the most important aspects of how she leads is to ask about the people in her companies: «How do I see their gift and make them successful? If you talk to them, they \_\_\_ (to feel) you like them, and you're really there for them every day».

In her early years in business, says Wang, she would spend entire nights at work. «I \_\_\_ (to try) to encourage our research and development staff to stay overnight»,



she says. Then she \_\_\_\_ (to focus) on procurement, product development and marketing, but more recently, when HTC was a new company trying to develop PDAs, she \_\_\_\_ (to concentrate) on building the right team and preparing it for future challenges.

HTC chief executive Peter Chou, for example, \_\_\_\_ (to send) on an MBA course at Harvard Business School to prepare him for the role.

Wang \_\_\_\_ (to become) much more closely involved in picking employees: «I will always seek to hire people who can teach me something», she says. «If they can teach me in a simple way, so I can understand it, then they can do better, because I \_\_\_\_ (to ask) a lot of questions».

Of the 10 children of Mr Wang, the founder and chairman of Formosa Plastics, Taiwan's leading petrochemicals group, Ms Wang \_\_\_\_ (to be) not initially the likeliest to have a career in business. Indeed, she \_\_\_\_ (to start off) studying music at University of California, Berkeley — only to switch to economics within days.

While still at college, she \_\_\_\_ (to procure) medical equipment in the US for her father who was establishing what would become one of Taiwan's leading hospitals.

Then she \_\_\_\_ (to take up) selling computers at a San Francisco trade show on behalf of First International Computer, her sister's motherboard company. It \_\_\_\_ (to go) so well that the company expanded into making PCs.

In 1987, Wang and her husband Chen Wenchi set up a Via Technologies, a chip design house, in Silicon Valley. Five years later they \_\_\_\_ (to move) the company to Taiwan, the island's first chip designer.

Via \_\_\_\_ (to force) to diversify. It \_\_\_\_ (to be) now among the world's leading suppliers of energy-efficient processors. It has also focused much more on China and is trying to build niche markets there by backing fledgling Chinese IT manufacturers and by offering them a platform on which their handsets and netbooks can run.

When she set up HTC, Wang \_\_\_\_ (to want) to make PDA phones — mini-computers that can also act as handsets. The company \_\_\_\_ (to get) contracts to make PDAs for Compaq and Hewlett-Packard. Next, HTC \_\_\_\_ (to start) making customized smartphones running on Windows systems for mobile operators such as Deutsche Telekom and Vodafone. The partnerships saved HTC from the cut-throat competition that other contract manufacturers get caught in when they serve branded handset makers.

From there, it was just one step for HTC to become a branded handset maker. Since 2006, the company \_\_\_\_ (to sell) smartphones under its own brand. Apart from handsets running on Microsoft, it now also \_\_\_\_ (to have) phones running on Android, Google's platform.

**Exercise 17.** Match the words from the text with their definitions.

- |                 |  |
|-----------------|--|
| 1. a gadget     | a) a person who is successful in business, rich and powerful                       |
| 2. a chip       | b) the version of the product made by one particular manufacturer                  |
| 3. a tycoon     | c) a mobile phone offering advanced capabilities, often with PC-like functionality |
| 4. a handset    | d) a small useful device   |
| 5. a brand      | e) a very small piece of silicon inside a computer                                 |
| 6. to procure   | f) a mobile telephone  |
| 7. a smartphone | g) to obtain something that is difficult to obtain                                 |

**Exercise 18.** Work in pairs. Discuss with your partner what factors have determined Cher Wang's career success, what personal qualities help her in her business and family life.

**Exercise 19.** Say what are pros and cons of being a career woman. The table below will help you. Give your own ideas and continue the lists of advantages and disadvantages.

Pros	Cons
A career woman realizes her potential.	Work takes energy, time and passion.
A career woman has an opportunity to realize her hopes, desires and ambitions.	A career woman doesn't have enough time to take care of her family.
A career woman is independent.	She doesn't have enough time to keep the house.
Some women make a lot of money in business.	She doesn't have enough time to watch TV and read fiction.
Career women support their families, they are bread-winners.	Sometimes men don't like very clever and successful women.
Career women are usually respected by people.	Sometimes men dislike women holding high positions.

**Exercise 20.** Here are some tips to a businesswoman on how to combine family interests with career interests. Complete the list of tips.

1. How to keep house
  - Hire an honest, hardworking woman to do housework (if you can afford it). She will do the cooking, cleaning and shopping.
  - Ask your retired relative or reliable jobless friend to live with your family and look after the house.
  - Share all the housework, including cooking, cleaning, washing, ironing, shopping, among all the members of the family.
2. How to make a good wife
  - Take an interest in your husband's life and work.

- Tell your husband about your problems at work.
  - Try to have meals with your family at home.
  - Go to parties, receptions, exhibitions with your husband.
  - Spend your vacation with your family.
3. How to make a good mother
    - Take an interest in your children's life and studies.
    - Send your children to the best school you can.
    - Hire the best teachers you can if your children have any problems in their studies.
    - Speak to your children about different things.
    - Invite your children's friends to your place.

**Exercise 21.** Look at the title and say what this article is about. Read the article and check your guess.

### Chairwoman? Maybe in Norway

Ambitious women determined to climb to the top of the corporate ladder should take one step: move to Norway.

A study by a leading business centre has found that women who work for Norwegian companies stand the best chance of being promoted to board level.

More than 20 per cent of executive and non-executive directors in Norwegian companies are women, three times the number in UK companies and more than in any other developed economy, the study found.

Companies based in other Nordic countries are also good targets for women seeking to get ahead in business.

In Sweden almost 17 per cent of company directors are women. In Denmark the figure is 13 per cent.

Fewer than 8 per cent of directors in UK companies are women.

A woman with corporate ambition is also wasting her time, it would seem, working for Spanish, Italian or Japanese companies, where men continue to dominate boardrooms.

Only 1 per cent of company directors in Japan are women — the lowest of any major developed economy.

The Ethical Investment Research Service (Eiris) looked into more than 1000 companies on the FTSE All World Developed Index to produce its findings.

A spokesman at Norsk Hydro, the Norwegian oil company, said: «I am not surprised by these findings. We have a policy of making sure that women are given a fair chance».

But practitioners who work to prevent discrimination said that the high number of women in Norwegian company boardrooms was in part the result of government efforts to promote gender equality.

Ministers in the country have threatened to introduce legal quotas for women in corporations if at least 40 per cent of listed company boards are not composed of women by 2005.

**Exercise 22.** Identify the correct meaning of these words from the text.

1. To climb to the top of the corporate ladder:
  - a) to be promoted;
  - b) to be demoted;
  - c) to get the highest position in the hierarchy;
2. Non-executive directors:
  - a) members of the board of directors;
  - b) directors of factories and plants;
  - c) assistant managers.
3. To seek to get ahead in business:
  - a) to look for a job in a prosperous company;
  - b) to enable to get up the promotion ladder in a company;
  - c) to try to become a successful businesswoman.
4. Corporate ambition:
  - a) a dream to work in a corporation;
  - b) a desire to be successful and powerful in a company;
  - c) determination to do something.

5. A quota for women in a corporation:
  - a) the number of women working in a company;
  - b) a fixed number of women that can be allowed to work in a firm;
  - c) a limited number of women which is officially banned.

**Exercise 23.** Work in pairs. Discuss if good looks are important for a business woman. You can use the expressions below or your own variants.

To be beautiful, to be attractive, to be good-looking, to be pretty, to be liked by men, to admire, to influence, to be well-dressed, to be trendy, to wear stylish clothes, to be clever, to be intelligent, to be well-educated, to have good manners, to be well-bred, to help in business, to interfere with one's work.

**Exercise 24.** Work in pairs. Speak about your mothers' lives and careers, find out how well they combine their family duties and professional interests.

**Exercise 25.** Write about a prominent businesswoman you admire, describe her life and career.

**Exercise 26.** Role-play.

1. Roles: two friends.

A young woman is married to a prosperous businessman. She wants to give up her position as an accountant and bring up her two children. Her friend asks questions about her family, work, business hours. He / she admits that the woman is right and advises her to resign from her job as soon as possible.

2. Roles: two friends.

A young woman has just married and her husband wants her to give up her job. Her friend asks her questions about her family, position, and business hours. He / she wants to know about her husband's occupation, salary, career

prospects. The woman answers the questions and admits that she is not sure if she really wants to quit her job. Her friend advises the woman to think everything over and then take a decision.

3. Roles: Penny Hughes, a newspaper correspondent.

Penny Hughes is interviewed by a newspaper correspondent. The correspondent asks her what caused her resignation from her high post at Coca Cola UK. He / she wants to know if Mrs Hughes is satisfied with her family life and present occupations. The businesswoman answers the questions. The correspondent thanks her for the interview.

4. Roles: Cher Wang, a TV host / hostess.

Ms Wang takes part in a TV talk show. The host / hostess speaks to her about her famous father, her own family and her companies. He / she asks the businesswoman if it is easy for her to combine her career and family life. Ms Wang answers the questions in a polite and friendly way. The host / hostess thanks his / her guest for the interview on behalf of TV viewers.

## UNIT 10 WORLD-FAMOUS COMPANIES

### 10.1. Best American Companies

**Exercise 1.** Focus on the topical vocabulary.

hardware ['ha:dweə] *n* — аппаратное, техническое обеспечение

compatible [kəm'pætəbl] *a* — совместимый

IBM-compatible *a* — IBM-совместимый; *n* — компьютер, совместимый с компьютерами фирмы IBM

processor ['prəʊsesə] *n* — процессор, машина для обработки данных

sandpaper ['sændpeɪpə] *n* — наждачная бумага

to trade in [treɪd] *v* — торговать (чем-л.)

oral care ['ɔ:əl 'keə] — уход за полостью рта

body care ['bɒdi 'keə] — уход за телом

household ['haʊshəʊld] *a* — домашний, бытовой

surface ['sɜ:fɪs] *n* — поверхность

fabric ['fæbrɪk] = cloth [klɒθ] *n* — ткань

nutrition [nju:'trɪʃən] *n* — питание, пища, корм

to recycle [ri:'saɪkl] *v* — использовать повторно

to package ['pækɪdʒ] *v* — упаковывать

Levis ['li:vəɪz] *n* — джинсы «Ливайз»

trademark ['treɪdmɑ:k] *n* — торговая марка

pharmacist ['fɑ:məsɪst] *n* — фармацевт

medicine ['med(ɪ)sm] *n* — медицина; лекарство



sign [saɪn] *n* — вывеска

to elect [ɪˈlekt] *v* — избирать

to set up *v* — учреждать, основывать

to launch [ˈlɔːnʃ] *v* — начинать (выпускать)

**Exercise 2.** Try to understand the meaning of the derivatives.

Rival, rivalry; trade, trademark; gold, gold-rush; fashion, fashionable; comfort, comfortable; unite, united, union; oral, orally; dental, dentist; care, careful, careless; health, healthy; recycle, recyclable; attend, attentive, attention; environment, environmental; succeed, success, successful; sight, far-sighted, near-sighted; similar, similarity; process, processor, processing; comfort, comfortable.

**Exercise 3.** Guess what these international words mean.

American computer companies; international products; to produce personal computers and office machines; the original personal computer; corp., corporation; inc., incorporation; popularly; a leading producer of computer processors; to design; to operate computers; to operate a company; computer programs; an immigrant from Germany; a special menu; McDonald's restaurants; to start operations; to start a company; an American leader; paste; a programme; progress; recyclable products; packaging materials; socially; a pharmacist; a medicine, medical; calendars; international; popular; the globe, global; corporate ethics; manufacturing; laboratories; industrial centres; computer industry; technological innovation; patents.

**Exercise 4.** Pronounce these pairs of words correctly and say what they mean.

Model: 'perfect *a* — совершенный — per'fect *v* — совершенствовать

'Increase *a* — in'crease *v*; 'record *n* — re'cord *v*; 'decrease *a* — de'crease *v*; 'present *n, a* — pre'sent *v*; 'import

*n* — im'port *v*; 'export *n* — ex'port *v*; 'forecast *n* — fore'cast *v*; 'contact *n* — con'tact *v*; 'perfect *a* — per'fect *v*.

**Exercise 5.** Form nouns from adjectives and verbs using the suffixes *-ness, -tion, -ment, -ing*, give the Russian equivalents of the words.

a) Model: weak — weakness слабый — слабость

Firm, weak, dark, decisive, effective, tough, hard, careful, careless.

b) Model: perfect — perfection совершенствовать — совершенство, совершенствование

Communicate, amplify, distribute, translate, demonstrate, indicate, create, articulate, generate, calculate, present, direct, organize, apply, found, inspire, promote, demote, act, perfect, educate.

c) Model: improve — improvement улучшать — улучшение

Govern, improve, accomplish, encourage, require, state, manage, acknowledge, excite, equip.

d) Model: rate — rating оценивать — оценка

Record, feel, back, rate, read, listen, hold, fire, hire, paint, build, advertise.

**Exercise 6.** Find synonyms and synonymic word combinations in List A and B, C and D, E and F.

Model 1: to found — to set up — to establish

A. To found, to use, to launch, to enjoy, to buy, to succeed, to give up, to produce, to sell something, to package, to choose, to make products known, to grow.

B. To utilize, to like very much, to manufacture, to trade in something, to select, to advertise goods, to increase, to set up, to start, to apply, to pack, to be successful, to stop, to make, to establish, to employ, to purchase.

Model 2: a company — a firm

C. A company, nutrition, a pharmacist, a pharmacy, a medicine, products, around the globe, a car, equipment, an area, headquarters, at the beginning of the twentieth century, a customer.

D. A chemist, a drug, food, in the world, an automobile, machinery, a field, a centre, early this century, a buyer, a firm, a chemist's shop, throughout the world, a drugstore, goods, all over the word, machines.

Model 3: quick — fast

E. Household, quick, best, Scotch, known, chief.

F. Superb, famous, main, popular, key, fast, principle, domestic, Scottish, leading.

**Exercise 7.** Read the following word combinations and give their Russian equivalents.

Fashionable clothes; soft drinks; strong drinks; fast food; to produce software; to produce hardware; a powerful processor; IBM-compatible computers; to make and sell pants; a fast food restaurant; to prepare meals; to found a company; a starch, soap and candle business; to do business in the early 1900s; in the late 1950s; to set up operations; principal sectors; oral care; body care; household surface care, fabric care; pet nutrition; health care; to pay great attention to the environment; recyclable bottles, a socially responsible company; to buy a business; to set up a foreign department; to launch a product; to enjoy drinking Coca-Cola; to be born; to be discovered; to trade in sandpaper; medical equipment; Scotch tape; thanks to; to spend money on something; research and development.

**Exercise 8.** Complete the sentences with the prepositions *around, as, between, for, from, in, of, on, over, to, through, with.*

1. This trade mark is famous all \_\_\_ the world. 2. The Colgate Company was set up \_\_\_ 1806. It was a starch,

soap and candle business \_\_\_ New York City. 3. The cooperation \_\_\_ the European countries began \_\_\_ the early 1950s. 4. The company has been trading \_\_\_ medical equipment \_\_\_ twenty years. 5. Colgate-Palmolive is the world leader \_\_\_ toothpaste. 6. The company is paying great attention \_\_\_ research and development. 7. He made great progress \_\_\_ market research. 8. The company was chosen \_\_\_ one \_\_\_ the most socially responsible companies \_\_\_ the USA. 9. The firm succeeded \_\_\_ advertising its products. It made them known \_\_\_ mass media. 10. Mr. Brown was elected \_\_\_ president \_\_\_ the company. 11. A lot \_\_\_ countries \_\_\_ the globe buy mining equipment \_\_\_ the company. 12. The company products range \_\_\_ medicines \_\_\_ cosmetics. 13. The management \_\_\_ the company began to trade \_\_\_ coal \_\_\_ foreign countries. 14. The company spends a lot \_\_\_ money \_\_\_ encouraging innovation.

**Exercise 9.** Choose the correct variant in brackets. Consult §46 (Reference Grammar).

1. The man \_\_\_ (speaking / spoken) at the meeting is our director. 2. The goods are \_\_\_ (exporting / exported) to Turkey, Pakistan and Saudi Arabia. 3. \_\_\_ (Having drunk / Drunk) his coffee, the manager began looking through the letters and documents. 4. The manager had the mail \_\_\_ (bringing / brought). 5. When \_\_\_ (questioning / questioned), the applicant told about her background and professional experience. 6. I saw the manager \_\_\_ (studying / studied) the contract carefully. 7. The director paid attention to a visitor \_\_\_ (waiting / waited) for him. 8. The man has \_\_\_ (writing / written) his application for the position as bookkeeper. 9. While \_\_\_ (examining / examined) the documents, the experts paid special attention to the legal matters. 10. The director is well \_\_\_ (informing / informed) about the employees' work.

**Exercise 10.** Say where some products are made. Use the models and lists of words below.

Model 1: Good medical equipment is made in the United States.

Space equipment, electronic equipment, mining equipment, power equipment, medical equipment, building materials, electric devices, household appliances, kitchen utensils, sewing machines, fabrics, jewellery, china-ware.

Russia, the USA, Japan, Korea, France, Great Britain, Italy.

Model 2: Good cars are of German make.

Ships, computers, radios, televisions, cassette-recorders, furniture, clothes, shoes.

Russian, US, British, French, Korean, Japanese, Italian.

**Exercise 11.** What US companies producing international products can you remember first of all? Read the text and say why the products of the best companies are in great demand in the world.

#### Best American Companies

There are many American companies known all over the world. They make a lot of international products, such as computers, machines, clothes, drinks, fast foods, etc. These companies manufacture different goods but they have much in common. All of them make quality products and fully satisfy consumers' needs. Their management policy is far-sighted and flexible. Their leadership focuses on research and development and introduces innovative technologies into production processes.

Here is some information about famous American companies.

#### Computer Companies

IBM (or International Business Machines) is the world's largest computer company. It used to make both hardware

and software, first of all, for business users. In 1981, the company produced a personal computer which became very popular in the USA and other countries. Now many companies make IBM-compatible computers which are similar to the original PC produced by IBM.

Today, IBM has changed radically. Over the past decade, the company has become an international services company. Hardware sales make up a small portion of its profits. IBM doesn't produce personal computers any more. The company is concentrated on making software and consulting.

Its rival is Apple Computer Inc., a large and important company producing the Macintosh computer. This machine, popularly called «Mac», is easy to use and has a different operating system from PCs.

Intel Corp. is the world's leading producer of computer processors. In 1993, the company introduced the Pentium, the most powerful processor for PCs. It is designed to operate IBM and IBM-compatible computers.

Microsoft, a company headed by Bill Gates, is one of the largest producers of software in the world. IBM and IBM-compatibles use the Windows Operating System and the programs made by Microsoft.

At present IBM offers computer services in many countries of the world. It remains profitable even in the period of recession.

#### 3M

3M is one of the most successful companies in the USA. The company was started in the early 20th century. It was called Minnesota Mining & Manufacturing. The mining soon stopped and its founders began to trade in sandpaper.

Today 3M's headquarters and many of its laboratories are located in St. Paul, Minnesota. The company makes 60,000 products ranging from Scotch tape, abrasives, manufactured, consumer and office goods to medical equipment and computer-synthesized graphics.

3M has been so successful thanks to technological innovation. It has a lot of patents. 3M spends much money on research and development.

#### Colgate-Palmolive

William Colgate founded the Colgate Company in 1806. It produced starch, soap and candles in New York City. For the first one hundred years, the company did its business in the United States. In the early 1900s it began to sell its products in Europe, Latin America and Asia.

At present Colgate-Palmolive's principal sectors are Oral Care, Body Care, Household Surface Care, Fabric Care, Pet Nutrition and Health Care.

Colgate-Palmolive is the world leader in toothpaste.

The company pays great attention to protection of the environment. It uses recyclable bottles and packaging materials. Colgate-Palmolive is one of socially responsible companies in the USA.

#### Levis

Levis are popular and fashionable jeans. This trademark is well-known around the globe. Levi Strauss, an immigrant from Germany, came to the USA in the 19th century, during the gold-rush. He did not find gold in California, but he started one of the oldest and most profitable businesses in the world.

Strauss made pants for work out of blue cloth and sold them at a profit. Later the pants got the name «jeans» and «Levi's».

At present Levis are still in fashion and in great demand in many countries. They are beautiful and comfortable.

#### Coca-Cola

Pharmacist John S. Pemberton invented Coca-Cola in 1886. It was a medicine at that time. Asa Candler bought the Coca-Cola business and advertised the product through signs, calendars and clocks. Robert Woodruff, who was elected president of the company in 1923, made Coca-Cola

an international product. He set up a foreign department which exported Coca-Cola to the Olympic Games in Amsterdam in 1928.

The company launched Diet Cola in 1982, and the sales grew quickly. The drink is very popular in the world. Today, people in many countries like drinking Coca-Cola.

#### McDonald's

In 1948, the McDonald brothers had a restaurant in California. They invented a special fast food menu — hamburgers and fries. They prepared meals beforehand and served customers very quickly. People could take their food away. The brothers sold the business to Ray Croc who opened restaurants all over the United States. Nowadays, there are McDonald's restaurants in many countries of the world.

**Exercise 12.** Find in the text the equivalents of these words and word combinations.

Аппаратные средства и программное обеспечение; он предназначен; в начале XX века; научно-исследовательские и опытно-конструкторские работы; уход за бытовыми поверхностями; корм для животных; здравоохранение; защита окружающей среды; бутылки и упаковочные материалы, используемые повторно; торговая марка; рабочие брюки; был избран президентом; гамбургеры и картофель «фри».

**Exercise 13.** Answer the following questions in pairs.

1. What are US famous computer companies? What do they produce?
2. When was 3M founded?
3. How many products does 3M produce?
4. Why is 3M so successful?
5. Who was the founder of the Colgate Company?
6. When was the Colgate Company founded?
7. Where does the Colgate Company do business?



8. What are Colgate-Palmolive's main sectors?
9. What product is Colgate-Palmolive Company famous for?
10. Why is Colgate-Palmolive a socially responsible company in the USA?
11. When did Levi Strauss begin to make blue jeans?
12. Why are Levis so popular?
13. Who was the inventor of Coca-Cola?
14. When was Cola-Cola invented?
15. When was Cola-Cola made an truly international product?
16. What foods are served at McDonald's?
17. Do you use any products made by these famous American companies?
18. What other famous foreign companies do you know? What goods are produced by them?

**Exercise 14.** Look through the article about a famous American company and arrange its paragraphs into the right order.

#### General Electric

A. In 1986 GE purchased the RCA Corporation (which it had helped to found in 1919), including the RCA-owned television network, the National Broadcasting Company (NBC), Inc. In 1987, however, GE sold RCA's consumer electronics division to Thomson SA, a state-owned French firm, and purchased Thomson's medical technology division. In 1989 GE agreed to combine its European business interests in appliances, medical systems, electrical distribution, and power systems with the formerly unrelated British corporation General Electric Company.

B. While its consumer products are most visible to the general public, they account for a minority of the company's annual sales. A substantial portion of the company's sales are to the U.S. Department of Defense. GE's business

groups in the early 21<sup>st</sup> century were in the areas of commercial finance; consumer finance; infrastructure (including diesel locomotives, jet engines, water treatment systems, and energy delivery systems such as power grids); consumer and industrial technologies (including appliances and lighting products); health care (including diagnostic and imaging products); and media and entertainment through NBC Universal.

C. General Electric is the major American corporation and one of the largest and most diversified corporations in the world. Its products include electrical and electronic equipment, aircraft engines, and financial services. Headquarters are in Fairfield, Conn.

D. General Electric established an industrial research laboratory in 1900, and many of its later products were developed by in-house scientists. It produces one of the largest lines of electrical consumer goods in the world and, through its General Electric and Hotpoint appliance brands, became a top seller of various types of home appliances.

E. The company was incorporated in 1892, acquiring all the assets of the Edison General Electric Company and two other electrical companies. Edison General had been founded as the Edison Electric Light Company in 1878 by Thomas Alva Edison to market his incandescent lamp and other later products. Edison remained associated with General Electric through his patents and consulting duties.

**Exercise 15.** Say if these statements are true or false. Correct the wrong variants.

1. General Electric makes products for different branches of the US economy.
2. Thomas Alva Edison started General Electric in the late 19<sup>th</sup> century.
3. General Electric does business in Europe.
4. GE does not produce consumer goods.

**Exercise 16.** Read the article again and write out the key words to describe GE's business activity. Speak about the corporation in class.

**Exercise 17.** Look at the title of the text. Have you heard about the company? What are its products? Read the text to get some more information about it.

### Honeywell

American advanced-technology company that manufactures aerospace and automotive products; residential, commercial, and industrial control systems; specialty chemicals and plastics; and engineered materials. The present company was formed in 1999 through the merger of AlliedSignal Inc. and Honeywell Inc. Headquarters are in Morristown, New Jersey.

Among Honeywell's products are building controls (including heating, ventilating, and air-conditioning systems), electronic switches and motors, alarms, industrial automation systems, microelectronics, medical instruments, military and commercial avionics, and space systems. The company's control equipment for defense applications ranges from missile and bomb guidance systems to cockpit displays and optical and electronic sensors. It is a major producer of auxiliary power units for aircraft (used for main engine starting, cabin cooling, and electric power generation), turbofan and turboprop engines for business and regional aircraft, engine control systems, environmental control systems for aircraft and spacecraft, and wheels and brakes for commercial and military aircraft. Its automotive products include truck brakes, turbochargers, oil and air filters, spark plugs, air bags, and seat belt systems. The company also produces a variety of fibres, plastics, and specialty chemicals. In 2000 it employed about 125,000 people worldwide.

**Exercise 18.** Identify the correct meaning of these words from the text.

1. Merger:
  - a) the cooperation of two firms;
  - b) the interaction of rival corporations;
  - c) the joining together of two separate companies.
2. Avionics:
  - a) the production of aviation radioelectronic equipment;
  - b) aviation electronic equipment;
  - c) the operation and production of aircraft.
3. A cockpit:
  - a) the area of a plane when the pilot works;
  - b) the driver's compartment in a racing car;
  - c) an area where a contest takes place.
4. An engine:
  - a) a machine which pulls a railway train;
  - b) a piece of machinery which uses fuel to drive a vehicle or a machine;
  - c) the position of an engineer.
5. A brake:
  - a) restriction of progress;
  - b) a failure of something;
  - c) a device that is used to make a vehicle stop or go slower.

**Exercise 19.** Answer the following questions in pairs.

1. What make of car do you drive? / What make of car does your father / friend / neighbour drive?
2. What company produced your television?
3. What country was your stereo made in?
4. What company is the producer of your computer?
5. What sort of clothes would you like to wear? What trade marks do you prefer? Can you afford buying these clothes?
6. What brand-name drinks do you prefer?

**Exercise 20.** Work in small groups. Speak about famous companies and their products. Use the questions and lists of names and words below.

1. What products do famous companies make?

3M (sandpaper, Scotch tape, medical equipment); Sony, Panasonic (televisions, stereo systems, radio equipment); IBM, Apple, Intel, Microsoft (computers, processors, hardware, software); Siemens (household appliances); General Motors (cars); Harley-Davidson Motor Company (motorcycles); Coca-Cola (drinks); Procter & Gamble (medicines, cosmetics, washing powder, detergents); Colgate-Palmolive (toothpaste, soap, cosmetics); Mary Kay, Oriflame, Max Factor (cosmetics); Levi Strauss, Wrangler (jeans).

2. What countries are famous for producing international products?

Japan, the USA, Korea (electronic equipment); the USA, Korea (computers); the USA, the United Kingdom (ships); Russia, the USA (spaceships); France, the United Kingdom, Italy (clothes); Germany, the United Kingdom, Italy, Finland (footwear); the USA, the United Kingdom, France, Hungary, Russia (strong drinks, soft drinks).

3. What distinguishes good products made in different countries?

To be of high quality; to be good for health; not to be harmful; not to be dangerous for human use and the environment; to be natural.

**Exercise 21.** Write about a famous American company.

## 10.2. European and Asian Companies

**Exercise 1.** Focus on the topical vocabulary.

amp [æmp] = amplifier ['æmplifaɪə] *n* — усилитель

performer [pə'fɔ:mə] *n* — исполнитель

band [bænd] *n* — оркестр, музыкальная группа

to top [tɒp] *v* — превосходить, быть первым

to tie [taɪ] *v* — связывать

devotion to [dɪ'vəʊʃən] *n* — преданность (чему-л.)

to tap-dance ['tæpdɑ:ns] *v* — отбивать чечетку

drum [drʌm] *n* — барабан, *pl* ударные; *v* — барабанить, исполнять на ударных

drummer ['drʌmə] *n* — барабанщик

to be much sought after [sɔ:t] — иметь большой спрос, быть нарасхват; пользоваться популярностью

string [strɪŋ] *n* — струна

the strings — струнные инструменты

cabinet ['kæbɪnɪt] *n* — корпус

trial ['traɪəl] *n* — испытание

instant ['ɪnstənt] *a* — мгновенный, немедленный

craftsmanship ['krɑ:ftsmənʃɪp] *n* — мастерство

computer aided design [kəm'pjʊtə 'eɪdɪd dɪ'zʌm] — автоматизированное проектирование

accounts department [ə'kaʊnts dɪ'pɑ:tmənt] — отдел расчетов, отдел финансовых отчетов

procurement [prə'kjʊəmənt] *n* — закупки, материально-техническое снабжение, поставка

production engineering department [prə'dʌkʃən, ɛndʒɪ'nɪərɪŋ] — производственно-технологический отдел

engineering section ['sekʃən] — механический отдел, технический отдел

woodmill ['wʊdmɪl] *n* — деревообрабатывающая фабрика

covering ['kʌvərɪŋ] *n* — облицовка, покрытие

finishing ['fɪnɪʃɪŋ] *n* — отделка, чистовая обработка

warehouse ['weəhaʊs] *n* — товарный склад, *зд.* — склад готовой продукции

store [stɔ:] *n* — склад, хранилище, *зд.* склад запасных частей; *v* — хранить

**Exercise 2.** Try to understand the meaning of the derivatives.

Make, maker, making; amplify, amplifier, amp, amplification; earn, earnings; distribute, distributor, distribution;

change, changing, changed, changeable; close, closely; devote, devotion; form, formal, formation; work, workshop, workforce; music, musical, musician; instant, instantly; procure, procurement; cover, covering; finish, finishing; pack, packing, package; satisfy, satisfied, satisfaction; tender, tenderness; drum, drummer; try, trial; synonym, synonymous; craft, craftsman; craftsmanship; wood, woodmill; trend, trendy.

**Exercise 3.** Guess what these international words mean.

A British company producing guitar products; to produce musical instruments; professional rock musicians; professional reputation; manufacture and distribution; a natural talent for music; show business; a guitar, guitarist, guitar cabinets; a garage; electronic experts; formal communication; synonymous; a production engineering department; an engineering department; an electronics sector; a service department; a finishing department, a packing department; an information technology department; special technologies; designers and engineers; effective leadership; company's traditions; constant progress; the company structure; a sound track.

**Exercise 4.** Read the nouns having the suffix *-ist* and say what they mean.

Guitarist, socialist, educationalist, formalist, pacifist, specialist.

**Exercise 5.** Read the following word combinations and give their Russian equivalents.

A world-famous British company; to make guitars; to play the guitar; to satisfy the needs of people; to meet the demands of customers; to satisfy the requirements of musicians; popular rock performers; to produce amplifiers; a talented guitarist; a self-made man; to get formal education; to tap-dance and sing with a band; to become a

professional drummer; to attend a drum school; a highly respected teacher; to be highly sought after; to expand business; to be an instant success; instant coffee; research and development; an advertising department; to promote goods; to be of high quality; to pay special attention to; to use the latest computer-aided design packages; to keep the traditions; to value professionals' views and opinions; to ensure equal rights.

**Exercise 6.** Complete the sentences with the prepositions *at, about, among, by, for, in, into, of, on, to, with* where necessary.

1. The Pizza Hut restaurant network was bought \_\_\_\_\_ PepsiCo \_\_\_\_\_ 1977. 2. The Marshall Company is famous \_\_\_\_\_ its amplifiers. 3. The company products are popular \_\_\_\_\_ young people. 4. \_\_\_\_\_ Russia children go \_\_\_\_\_ school \_\_\_\_\_ the age \_\_\_\_\_ 7. 5. \_\_\_\_\_ present, British Petroleum is the second-largest company \_\_\_\_\_ Europe. 6. Quad Electro-acoustics trades \_\_\_\_\_ high quality loudspeakers and hi-fi equipment. 7. The company exports its products \_\_\_\_\_ over 80 countries. 8. The man is devoted \_\_\_\_\_ work. 9. The company leadership pays special attention \_\_\_\_\_ research and development. 10. What is your opinion \_\_\_\_\_ Professor White's lectures \_\_\_\_\_ economics? 11. The man turned his garage \_\_\_\_\_ a workshop. 12. The girl sang \_\_\_\_\_ bands \_\_\_\_\_ the evenings.

**Exercise 7.** Read these sentences and express the same in Russian. Consult § 46 (Reference Grammar).

1. Mr. Green was a good teacher, with 40 students attending his lessons. 2. Wilkin & Sons is a British company producing jams. 3. Nike and Reebok are competitors in the US athletic footwear market, with Adidas dominating Europe. 4. The number of people working in manufacturing industries has decreased. 5. The most expensive private schools in Great Britain are called public schools, some of



these being single-sex boarding schools. 6. Many British people like to eat fast food, a hamburger and fries being the most popular meal. 7. Coca-Cola and PepsiCo are US rival companies selling soft drinks. 8. Glaxo is Britain's leading company making medicines. 9. Sport today is big business, with many companies sponsoring sports events. 10. Having completed the management course, Mr. Brown was promoted to a higher position.

**Exercise 8.** Work in pairs. Speak about your favourite bands. Change roles. Use the model below.

Model A: What is your favourite band?

B: It is...

A: What country are they from?

B: They are from...

A: What music do they play?

B: They play rock / rap / pop...

A: What musical instruments and equipment do they use?

B: The musicians play the guitar, drums, piano... They use the Marshall amplifier.

**Exercise 9.** Are you fond of music? If you are into music, you understand how important it is for a musician to have good musical instruments. Read the text and find out what top companies do to produce quality musical equipment.

### Marshall Company

Marshall is a world-famous British company making guitar products, especially amplifiers. It has earned its reputation over the years through producing high-grade musical equipment, satisfying the needs of different musicians and adapting to changing demands of manufacture and distribution. Its products are popular with many rock performers. The Prodigy, Who, AC/DC, Oasis, Kiss, Slash and other famous bands have used the Marshall equipment for many years. Ace Frehley from Kiss once said, «Marshall's

the best rock'n'roll amp in the business, nobody has topped them since they were first made in 1962».

The company's success is closely tied to its founder, his hard work, talent and devotion to music.

Jim Marshall may be called a self-made man. His family was not rich. The boy did not get formal education due to his poor health. He began to work at the tender age of 13 in 1936. Marshall changed several jobs. He tap-danced and sang with bands in the evenings.

Marshall soon found that he had a natural talent for music. In 1947 he began studying with the highly respected drum teacher Max Abrams and by the early 1950s became a professional drummer. He was highly sought after both as a drummer and drum teacher, with up to 65 students per week attending his drum school.

Jim Marshall opened his first shop in 1960. He sold guitars, strings, amps and other products. Marshall decided to expand his business and began building guitar cabinets, turning his garage into a workshop.

At that time, the guitarists required a sound that was not at the market. Marshall offered two electronics experts to work with him, and they started the search for this new sound the musicians were looking for.

In 1962, after months of hard work and trials the first Marshall amplifier was born and was an instant success. Since then the top rock performers of some generations have used the company's equipment which has been synonymous with quality and craftsmanship. Marshall has become a famous trademark.

At present, the Marshall Company has several factories and a devoted workforce of over 400. It exports its products to more than 65 countries. Its largest market is in Europe.

The company has 19 departments: Research and Development, Advertising and Promotions, Export, Home Market and Sales, Accounts, Procurement, Production Engineering, Engineering, Electronics, Test, Woodmill,

Covering, Finishing, Packing, Warehouse, Service, Quality, Information Technology, Stores.

The leadership pays special attention to innovation and new technologies. The designers and engineers use the latest computer-aided design packages in their work.

The company experts follow the progress of the world's greatest guitarists who play Marshall. They keep the traditions of the firm and listen and respond to current playing trends. The staff value professionals' views and opinions about the Marshall equipment and do everything in their power to satisfy customers' requirements.

Good leadership, effective structure of the company, excellent work of all the departments, and constant search for new markets ensure the success of the Marshall products in the world.

**Exercise 10.** Find in the text the equivalents of these words and word combinations.

Заслужила свою репутацию; высококачественное музыкальное оборудование; удовлетворяя потребности; приспособляясь к изменяющимся требованиям производства и сбыта; их никто не превзошел; человек, добившийся успеха своими собственными силами; сменил несколько мест работы; учитель игры на ударных инструментах, пользующийся большим уважением; лучшие рок-исполнители; отвечать современным тенденциям в исполнении; постоянный поиск новых рынков сбыта.

**Exercise 11.** Answer the following questions in pairs.

1. What does the Marshall Company produce?
2. How has the company earned its reputation?
3. When was the company set up?
4. What kind of businessman is Jim Marshall?
5. When was the first Marshall amplifier built?
6. How many people work for the company at present?
7. How many countries import the Marshall products?

8. What departments does the company have?
9. Have you heard of the Marshall Company before?
10. Do bands in Russia use the Marshall equipment?

**Exercise 12.** Find information about any other famous company producing musical instruments or equipment and give a talk in class.

**Exercise 13.** Complete the text with the words from the box. Change the form if necessary.

external-combustion	join venture	motorcycle
annual	subsidiary	headquarters
exporter	found	lightweight
farm machinery		

### Honda

The Honda Motor Company is the leading Japanese manufacturer of \_\_\_\_ (1) and a major producer of automobiles for the world market. Its \_\_\_\_ (2) are in Tokyo.

The engineer Honda Soichiro \_\_\_\_ (3) the Honda Technical Research Institute near Hamamatsu in 1946 to develop small, efficient \_\_\_\_ (4) engines. It was incorporated as Honda Motor Company in 1948 and began producing motorcycles in 1949. The Honda C-100, a small-engine motorcycle, was introduced in 1953 and by 1959 was the largest-selling motorcycle in the world. In 1959 the company also established a U.S. \_\_\_\_ (5), the American Honda Motor Company, which began producing motorcycles in the United States in 1979 and automobiles in 1982.

While Honda is a world leader in producing motorcycles, the bulk of the company's \_\_\_\_ (6) sales comes from automobiles, which the company began manufacturing in 1963. Among its \_\_\_\_ (7), fuel-efficient passenger cars have been the popular Civic and Accord models. The company's other major product areas include \_\_\_\_ (8) and small engines. Honda is a major Japanese \_\_\_\_ (9) to the United States and to other parts of the world. It also has assembly plants

in a number of other countries and is engaged in \_\_\_\_ (10) and technology-licensing agreements with several foreign companies.

**Exercise 14.** Look through the text again and say what international products are made by the Honda Motor Company.

**Exercise 15.** Read the following information about the current recession in Japan and say if China has surpassed the country of the rising sun in economic development and its influence in the Asian region.

Japan is heading into a landmark election in a state of freefall. Stagnant since the early 1990s, Japan's economy fell off a cliff in the last quarter, dropping 15.2 percent in the worst collapse of any industrial nation in decades. Automakers — Toyota, Nissan and Honda, once the heart of the Japanese industrial miracle — saw exports fall 70 percent in April, and were forced to shutter factories to clear inventory.

Meanwhile, China is launching direct challenges to Japan's position as the leading economy in Asia. Beijing recently launched an official campaign to build a green car industry, a field in which Japan still holds a commanding lead. Some Japan watchers compare China's green car project to Sputnik, the Soviet satellite that trumped American preeminence in science and technology in the 1950s. Just as alarming, China has been making noises about replacing the dollar as the sole international reserve currency, and has begun conducting regional financing deals in Chinese yuan instead, a push Japanese officials see as a direct threat to the yen as well.

So Japan is preparing to usher in a new government against a backdrop of worry that the nation is already Asia's political and economic also-ran, prematurely playing No.2 to China. It's all happened fast. When this decade

opened, Japan's economy was still almost four times the size of China's, but in recent years China looked set to surpass Japan by 2010 or shortly thereafter. Now, with China still growing at 8 percent a year and Japan shrinking, commentators in Japan have been forced to admit that the switch will likely come even sooner.

**Exercise 16.** Complete the text with the derivatives from the words in the right-hand column.

### Huawei

Huawei may be the best company you've never heard of, and that's a big problem for China. 1) \_\_\_\_ in 1988 by Ren Zhengfei, a former People's Liberation Army officer with less than \$4,000 in startup capital, Huawei has grown from a small importer into a growing giant — revenue rose 43 percent last year to more than \$18 billion — now poised to overtake Nokia Siemens as the world's second-largest 2) \_\_\_\_ of telecom hardware, after Ericsson. Even a decade ago, China watchers were touting Huawei as one of the companies most likely to become China's first big global brand. Its headquarters in booming Shenzhen look like a Silicon Valley transplant, with high-tech laboratories, manicured lawns, and staff 3) \_\_\_\_ pools. It made Business Week's latest list of the world's 10 «most 4) \_\_\_\_» companies, alongside Apple, Wal-Mart, Toyota, and Google. Yet Huawei is by far the least internationally recognizable name on the list.

Outside of China, even staff have trouble pronouncing its name. It should

found

make

swim

influence

be pronounced «hwaway», but «people say it in all sorts of ways», says Robert Fox, the chief branding officer of Huawei's wireless-product line.

China is 5) \_\_\_\_ as the factory to the world, but even its best companies enjoy little if any fame. That paradox has become a vexing problem for China's leaders. The nation is now too rich to continue

6) \_\_\_\_ at a double-digit pace by simply putting more peasants to work in factories, and then underselling its Western, Japanese, and South Korean competition. The job of making cheap clothes, toys, and electronics is moving on to even cheaper labor markets, like Vietnam.

The company has built its success the 7) \_\_\_\_ Chinese way — by selling to other businesses, rather than directly to consumers around the world, and by competing on price rather than on innovation.

The company got its start in the early '90s by 8) \_\_\_\_ reverse-engineering products and copying competitors' know-how, and has benefited massively from the growth of the domestic market. When it began selling fixed-line hardware in 1988, China had about 3 million landline phones. Today the nation of 1.3 billion people has 271 million landlines and 647 million mobile-phone subscriptions. Once housed in a cramped downtown office, Huawei now has a sprawling campus that would make Google proud. Employees take classes in a 9) \_\_\_\_ center designed by British architect Norman Foster. Huawei gets its

fame

grow

old fashion

essential

train

pick of China's top graduates, and has done a good job of tapping foreign talent, too. The company has set up R&D centers in 14 nations — employing Indian computer programmers, Russian 10) \_\_\_\_, and former Ericsson engineers — in an effort to move away from the old model mimicking competitors' technology. As recently as 2003, Cisco sued Huawei for copying computer codes used in routers, forcing the company to pull the 11) \_\_\_\_ products from the market before dropping the case.

The moves have increased foreign sales; three quarters of Huawei's contracts (by value) came from outside of China last year, and it recently made its big deals in the United States. Yet Huawei still makes most of its money by servicing better-known businesses, rather than investing in break-out products and selling them directly to 12) \_\_\_\_, where profits are highest.

mathematics

contest

consume

**Exercise 17.** Read the text again and answer the following questions in pairs.

1. Have you heard about Huawei before?
2. Is it a successful company?
3. When was Huawei founded?
4. Who founded the company?
5. Where are its headquarters?
6. What goods does it produce?
7. Who are Huawei's consumers?
8. Did the company use to make original products in the early '90s?
9. Is Huawei producing quality goods now?
10. What do you think about Chinese products?



**Exercise 18.** Order the dialogue and act it out.

- a. — No, it's a Russian company.
- b. — What is GJ?
- c. — Can we call GJ clothes an international product?
- d. — It's a well-known trade mark of children's clothes.  
GJ stands for Gloria Jeans.
- e. — In Rostov-on-Don.
- f. — Does the company only specialize in clothes for children?
- g. — Where are its headquarters?
- h. — No, its factories make jeans, skirts, shirts, dresses, suits, jackets made of denim for children, teenagers and adults. The company shops also sell T-shirts, hosiery and accessories.
- i. — Is it a foreign company?
- j. — Are GJ clothes popular in Russia?
- k. — I'm afraid not. But the company is famous in this country.
- l. — Yes, they are. GJ clothes are not very expensive and trendy. Fashion designers from Italy work for the company. They import fabrics from China. The company's sales have increased due to good promotion. Such famous singers as Valeria, Dima Bilan, Aleksa have advertised its products.

**Exercise 19.** Work in pairs. Speak about international products made in the Rostov region. Use the information below and the dialogue as a model.

The Rostselmash Agricultural Machinery Plant (produces combine-harvesters, sowers and other agricultural machines, exports its products to the countries of the Commonwealth of Independent States).

The Kamensk Machine Building Plant (produces cutter-loaders and powered supports, sells its products to coal mines in Russia and CIS countries).

**Exercise 20.** Discuss the following topics in your group.

1. Famous foreign companies in Russia.
2. Well-known Russian trademarks.

3. Successful European companies.
4. Famous Asian companies.

**Exercise 21.** Write about a successful Russian company.

**Exercise 22.** Role-play.

1. Roles: a shop-assistant, a customer.

a) A customer comes to a cosmetics department. He / she wants to buy the best toothpaste / shampoo / soap / lipstick / hair spray / body spray / compact powder / mascara / cream they have. The shop-assistant helps him / her to make a choice.

b) A customer comes to a department of electrical goods. He / she wants to buy a washing machine / a sewing machine / a dishwasher / an iron / a fan / a heater. The shop-assistant helps him / her to make a choice.

c) A customer comes to a department of kitchen utensils. He / she wants to buy a coffee maker / a mixer / a mincer / a frying pan / a saucepan / a coffee-pot / a tea-pot / a kettle / spoons / forks / knives. The shop-assistant helps him / her to make a choice.

d) A customer comes to a shop specializing in electronic devices. A customer wants to buy a radio / a television / a music centre / a computer. The shop-assistant helps him / her to buy the best device they have in the shop.

2. Roles: a sales manager, a customer.

A customer comes to a sales manager of a coal mine. His firm wants to buy anthracite. The manager convinces him that they trade in high grade coal. He shows the customer their catalogues and price-lists.

3. Roles: an advertising manager, a journalist.

A journalist comes to the Marshall Company headquarters. He / she interviews the advertising manager. The manager tells about the company and its products.

## CLASSROOM LANGUAGE

Discuss these points... Обсудите следующие вопросы...

Let's discuss... Давайте обсудим...

Who would like to tell us about...? Кто хотел бы рассказать нам о...

We will now debate the topic... Сейчас мы обсудим тему...

Discuss the problem in pairs. Обсудите проблему в парах.

Practice in pairs. Поупражняйтесь в парах.

Work in pairs. Поработайте в парах.

Change roles. Поменяйтесь ролями.

Can you say that again, please? Повторите, пожалуйста.

Could you repeat that again, please? Повторите, пожалуйста.

Can you speak more slowly, please? Говорите помедленнее, пожалуйста.

Who is your partner? Кто ваш партнер?

Who's next? Whose turn is it? Кто следующий? Чья очередь?

It's your turn. Ваша очередь.

Choose team members / a chairperson / a partner. Выберите членов команды / председателя / партнера.

You're the group leader. Вы — лидер группы.

Prove your points of view, please. Докажите, пожалуйста, вашу точку зрения.

Give reasons for your opinion. Обоспуйте ваше мнение.

Prove it. Докажите это.

Refute it. Опровергните это.

Give an example, please. Приведите, пожалуйста, пример.

Give a list of ... / Make a list of... Приведите список... / Составьте список...

Prepare an argument to support your idea. Аргументируйте вашу идею.

Describe... Опишите...

Analyse... Проанализируйте...

Your time is up. Ваше время истекло.

Make up a short dialogue using the active vocabulary. Составьте короткий диалог, используя активную лексику.

Make up some questions and answers. Задайте несколько вопросов и дайте ответы.

Roleplay the conversation between... Разыграйте по ролям диалог между...

Act out the conversation between... Разыграйте диалог между...

## DISCUSSION LANGUAGE

## GIVING OPINIONS

I'd like to tell you about... Я хотел бы рассказать о...

In my view... По моему мнению / По-моему / На мой взгляд...

If you want my opinion... Если хотите знать мое мнение...

No doubt... Без сомнения...

My point is that... Я считаю, что...

The point is... Дело в том, что...

I know for sure that... Я наверняка знаю, что...

First of all... Прежде всего...

On the one hand..., on the other hand... С одной стороны..., с другой стороны...

Firstly / secondly... Во-первых / во-вторых...

The problem is important / urgent / vital... Проблема важна.

Some people think..., while others... Некоторые полагают..., тогда как другие...

To tell you the truth... По правде говоря...

In a sense... В некотором смысле...

## ASKING FOR OPINION

What would you say (in this situation)? Что бы вы сказали (в этой ситуации)?

How does this make you feel? Что вы об этом думаете?

How do you feel about this? Что вы об этом думаете?

What does anyone else think about the problem? Что другие думают об этой проблеме?

What about you? А как вы (думаете)?

How about...? Что вы думаете о...?

What should we do? Что нам (нужно) делать?

What should be done about this? Что делать, чтобы уладить это?

What's your point? Что вы думаете по этому поводу?

## OTHER QUESTIONS

What do you suggest? Что вы предлагаете?

Are you sure of it? Вы в этом уверены?

What do you mean? Что вы имеете в виду?

Do you see my point? Вы понимаете, что я имею в виду?

Can you prove it? Пожалуйста, докажите это.

Are you interested in...? Вас интересует...?

What is the difference between...? В чем разница между...?

What are the advantages and disadvantages of...? Каковы преимущества и недостатки...?

What are the pros and cons? Каковы «за» и «против»?

Can you list...? Пожалуйста, перечислите...

## AGREEMENT

I agree with you. Я с вами согласен.

I totally agree with you. Я полностью с вами согласен.

You may be right here. But... Возможно, вы здесь правы, но...

I think you are (absolutely) right. Думаю, вы (абсолютно) правы.

That's right. Это правильно.

That's correct. Это правильно.

That's true. Это правда.

I agree with you to a point. В некотором смысле я согласен с вами.

Certainly. Конечно.

Definitely. Определенно.

This is out of question. Это безусловно. / Это бесспорно.

I see / take your point. Я понимаю вас. / Я вижу, что вы хотите сказать.

## DISAGREEMENT

I don't think you are right here. Не думаю, что вы здесь правы.

I don't think that's right. Не думаю, что это правильно.

That's wrong (impolite). Неверно (невежливо).

That's not true (impolite). Неверно (невежливо).

I really can't accept that. Я не могу согласиться с этим.

Well, I don't see it that way. Ну, я не так считаю.

That's out of the question. Об этом не может быть и речи.

You haven't convinced me of it. Вы меня в этом не убедили.

You must be joking! (not so polite) Вы должно быть шутите? (не очень вежливо)

You can't be serious! (not so polite) Вы это серьезно? (не очень вежливо)

### SUMMARIZING

In general... Вообще... / Обычно...

Generally speaking... Вообще говоря... / В общих чертах...

In short... Вкратце... / Короче говоря... / Одним словом...

In brief... Вкратце... / В немногих словах...

On the whole... В целом / В общем и целом / В итоге...

To summarize... Подводя итог / Суммируя сказанное...

### CONCLUSION

To sum up... Подводя итог...

Therefore... Следовательно...

In conclusion... В заключение...

To conclude... В заключение...

### OTHER PHRASES AND EXPRESSIONS

A special mention should be made of... Особо следует упомянуть...

One should mention... Следует упомянуть...

It should be noted... Следует отметить...

It is common knowledge that... Общеизвестно, что...

As is known... Как известно...

It is interesting to know that... Интересно знать, что...

I wonder if... Интересно...

As for... Что касается...

As for ... is concerned... Что касается...

As far as I know... Насколько я знаю...

According to... По мнению...

In fact... Фактически / В действительности...

Actually... Фактически / В действительности...

## EVERYDAY LANGUAGE

### IN THE SHOP

Can I help you? Могу я Вам чем-нибудь помочь?

What can I do for you? Что я могу для Вас сделать?

I'm at your disposal. Я в Вашем распоряжении.

Would you like...? Вы не хотели бы...?

Can I give you a piece of advice? Разрешите дать Вам совет?

Thank you for shopping. Спасибо за покупку.

Thank you for your custom. Спасибо за то, что покупаете у нас.

Come again. Приходите еще.

You're always welcome. Вы всегда желанный гость.

Satisfaction Guaranteed. Качество гарантируется. / Гарантируем отличное обслуживание.

### AT THE OFFICE

Come in, please. Заходите, пожалуйста.

Come this way, please. Сюда, пожалуйста.

Will you sit down? Садитесь, пожалуйста.

Make yourself comfortable. Устраивайтесь поудобнее.

We're (I'm) glad to see you. Мы рады (я рад) Вас видеть.

How are you? — Fine, thank you. And you? — Very well, thank you. Как Вы себя чувствуете? — Прекрасно, спасибо. А Вы? — Очень хорошо, спасибо.

Would you like a cigarette? Не хотите ли сигарету?

Would you like a cup of coffee? Не хотите ли чашечку кофе?

Help yourself to the sandwiches. Угощайтесь сэндвичами.

May I ask you a question? Разрешите задать Вам вопрос?

Could you tell me...? Не могли бы Вы сказать...?

I'd like to ask you (to do smth). Я бы хотел попросить Вас (сделать что-л.).



Thank you for waiting so patiently. Спасибо, что так терпеливо ждали.

Here are our latest catalogues. Вот наши последние каталоги.

Here are the samples. Вот образцы.

I'd like to invite you to lunch. Я хотел бы пригласить Вас на ланч.

I hope our cooperation will be mutually beneficial. Я надеюсь, наше сотрудничество будет взаимовыгодным.

I'm looking (I look) forward to seeing you soon. С нетерпением жду скорой встречи с Вами.

#### CONGRATULATIONS AND WISHES

(A) Happy / Merry Christmas (to you)! ['hæpi / 'mɛri 'krɪsməs] Поздравляю с Рождеством!

(A) Happy New Year! С Новым годом!

(A) Happy Easter! ['i:stɜ] Поздравляю с праздником Пасхи!

(Very) best wishes for/on Victory Day. Поздравляю с Днем Победы.

Thank you, the same to you! [sci:m] Спасибо, и Вас также.

(A) Happy birthday! С днем рождения!

Many happy returns (of the day)! Желаю Вам долгих лет жизни!

Congratulations on your coming-of-age. ['kʌmɪŋ əv 'eɪdʒ] Поздравляю с совершеннолетием.

I wish you health, wealth, and happiness. [wɪʃ... 'helθ 'welθ... 'hæpɪnis] Желаю Вам здоровья, благополучия и счастья.

I'd like you to have this. Это Вам. (о подарке)

This gift is for you. Этот подарок Вам.

Let me offer you my congratulations on your success. ['ɒfə...sək'ses] (formal) Разрешите поздравить Вас с успехом. (офиц.)

Congratulations to all the winners. Поздравляю всех победителей.

(My) Congratulations! Поздравляю!

Congratulations on your promotion. (formal) Поздравляю с повышением по службе. (офиц.)

Congratulations on your marriage. (formal) Поздравляю Вас с бракосочетанием. (офиц.)

I wish you every happiness. (formal — at the wedding party) Желаю счастья. (офиц. — на свадьбе)

Thank you very much. Большое спасибо.

I congratulate you, your report's very interesting. Я поздравляю Вас, Ваш доклад был очень интересен.

#### TOASTS

Cheers! [tʃɪɜz] За здоровье!

I drink (to) your health. Пью за Ваше здоровье.

Here's to you. За Вас!

Here's to our cooperation! За наше сотрудничество!

## WRITING LANGUAGE

### SAMPLE OF A BUSINESS LETTER

10, Shevchenko St.  
Shakhty  
Rostov region  
Russia  
346500

The Principal  
Harvard Business School  
Cambridge  
Massachusetts

30th May

Dear Sir,

I am ... years old. I finished Rostov University in 2008.  
I am interested in ... and would like to apply for a place at  
your school. I would like to work ... I look forward to hearing  
from you.

Yours faithfully,

...

### SAMPLE OF A PERSONAL LETTER

20, Pushkin St.  
Shakhty  
Rostov region  
Russia  
346500

15th September

Dear Peter,

Thank you very much for your letter. It was great to  
hear from you.

You asked me about my university. Well, I'm happy to  
study here. My university is the best in my city. It was  
founded in ... It has ... departments. I study ...

What about your university? Let me know what you did  
in the summer.

I'm looking forward to hearing from you.

Best wishes,

Svetlana

### SAMPLE OF AN E-MAIL

Hi! My name is Svetlana. I'm 19 years old. I'm from  
Russia. I am a university student. I study management.  
I like to go out with friends. I listen to hip-hop. I hope to  
make friends with you.

My e-mail is svetlana@...

### ANNOTATION LANGUAGE

The title of the article / text is... Заголовок статьи /  
текста...

The article is titled... Статья озаглавлена...

The author of the article is... Автор статьи...

The article was written by... Статья написана...

The book was published in 2008. Книга (была) опубли-  
кована в 2008 г.

The article is about... В статье говорится о...

The subject of the article is... Тема статьи...

The text deals with... В тексте говорится о...

The text is devoted/dedicated to... Текст посвящен...

The article touches upon the problems of... В статье  
затрагиваются проблемы...

The main problems are... Основными проблемами яв-  
ляются...

The article is of interest to... Статья представляет ин-  
терес для...

The article is intended for... Статья предназначена для...

### SUMMARY LANGUAGE

The structure of the article is as follows. Структура  
статьи следующая...

The article consists of four parts. Статья состоит из  
четырех частей.

The text comprises four parts. Текст состоит из четырех частей.

The first part describes... В первой части описывается...

The second part reviews... Во второй части делается обзор...

The third part shows that... В третьей части показывается, что...

The fourth part summarizes the results of... В четвертой части обобщаются результаты...

The article presents a new approach to... В статье представлен новый подход к...

In this article, the author outlines... В этой статье автор описывает в общих чертах...

The author analyses... Автор анализирует...

The analysis is based on... Анализ основан на...

The author comments on... Автор комментирует...

The writer suggests/proposes... Автор предлагает...

The article concludes with an analysis of... Статья завершается анализом...

In closing... В заключение...

The conclusion of the article reveals that... В заключении статьи показано, что...

## REFERENCE GRAMMAR

### § 1. Word-Building (Словообразование)

Существуют следующие способы словообразования: аффиксация, конверсия, словосложение.

А. Аффиксация — это образование новых слов от уже существующей основы путем прибавления к ней аффиксов (приставок и суффиксов).

К важнейшим суффиксам существительных относятся:

-er/-or: worker — рабочий, translator — переводчик;

-ment: government — правительство;

-ence/-ance: independence — независимость, reliance — доверие;

-ing: meeting — собрание;

-ness: darkness — темнота;

-tion/-sion: taxation — налогообложение, decision — решение;

-ist: economist — экономист;

-ty: unity — единство;

-ture: future — будущее;

-ee: employee — работающий по найму;

-ant: shop-assistant — продавец.

Прилагательные имеют следующие суффиксы:

-ous: famous — известный;

-able/-ible: comfortable — удобный, possible — возможный;

-ful: beautiful — красивый;

-al: economical — экономный;

-ic: economic — экономический;

-less: helpless — беспомощный;

-y: rainy — дождливый;

-ary: monetary — денежный;

-some: handsome — красивый (о мужчине).

Для глаголов характерны следующие суффиксы:

*-ize/-ise*: realize — реализовать;

*-(i)fy*: glorify — прославлять;

*-en*: darken — затемнять.

Суффикс причастия настоящего времени (Participle I) — *-ing*, например, *managing* — управляющий. Суффикс причастия прошедшего времени правильных глаголов (Participle II) — *-ed*, например, *fired* — уволенный. Формы причастий прошедшего времени неправильных глаголов следует заучивать.

Герундий отличается суффиксом *-ing*, например, *reading* — чтение.

Многие наречия имеют суффикс *-ly*: *slowly* — медленно.

Приставка *re-* означает повторное действие и может переводиться «пере-»: *redo* — переделывать.

В английском языке существует несколько отрицательных приставок, среди них:

*dis-*: discover — открывать;

*un-*: unimportant — неважный;

*in-/im-/il-/ir-*: inconvenient — неудобный, impolite — невежливый, illiterate — неграмотный, irrational — нерациональный;

*non-*: non-stop — безостановочный;

*mis-*: misunderstand — неправильно понимать.

Б. Конверсия — это образование нового слова от уже существующей основы путем ее переосмысления, без изменения формы, например:

a saw — пила (существительное) — to saw — пилить (глагол).

В. Словосложение — это образование нового слова путем соединения двух уже существующих основ, например:

group (группа) + mate (товарищ) = groupmate (одногруппник).

## § 2. International Words (Слова-интернационализмы)

В английском и русском языках есть слова, имеющие одинаковые корни. Такие слова называются интернациональными. О значении таких слов легко догадаться.

Например, *economics* — экономика.

Однако некоторые похожие слова не совпадают по значению в разных языках.

Например, *magazine* — журнал.

Поэтому в случае затруднения рекомендуется уточнить их значение по словарю.

## § 3. Noun (Имя существительное)

### 1. Countable Nouns (Исчисляемые существительные)

Исчисляемые существительные имеют формы единственного и множественного числа.

1. Множественное число обычно образуется путем присоединения к форме единственного числа окончания *-s/es*, которое произносится [s] после глухих согласных, [z] после звонких согласных и [ɪz] после сibilantov [s, z, ʃ, ʒ, ʒ, ʒ, ʒ, ʒ].

Например, book — books [bʊks], head — heads [hedz], manager — managers [ˈmænɪdʒəz], page — pages [ˈpeɪdʒɪz]

2. Множественное число существительных, оканчивающихся буквами *-s, -ss, -x, -sh, -ch, -tch*, образуется при помощи окончания *-es*:

boss — bosses [ˈbɒsɪz], branch — branches [ˈbrɑːntʃɪz] (отрасль — отрасли).

3. Если конечной букве *-y* предшествует согласная буква, при образовании множественного числа *-y* изменяется на *-i* и прибавляется окончание *-es*.

Например, duty — duties [ˈdjuːtɪz] (обязанность — обязанности), country — countries.

4. Если конечной букве *-y* предшествует гласная, при образовании множественного числа прибавляется окончание *-s*:

day — days [deɪz], boy — boys [bɔɪz].



5. Обычно множественное число существительных, которые оканчиваются буквой *-o*, образуется путем прибавления окончания *-es*.

Например, *cargo* — *cargoes* [ˈkɑːɡəʊz] (груз — грузы), *potato* — *potatoes* [pəˈteɪtəʊz]

Исключения: *piano* — *pianos*, *photo* — *photos*, *solo* — *solos* [ˈsəʊləʊz], *disco* — *discos* [ˈdɪskəʊz], *radio* — *radio* [ˈreɪdiəʊz], *motto* — *mottos* [ˈmɒtəʊz], *mottos* (девиз — девизы), *scenario* [sɪˈnɑːrɪəʊ] — *scenarios* [sɪˈnɑːrɪəʊz] (план действий, сценарий — планы действий, сценарии).

6. У некоторых существительных, оканчивающихся буквами *-th* [T], окончание множественного числа озвончается:

*bath* [bɑːθ] — *baths* [bɑːðz], *path* [pɑːθ] — *paths* [pɑːðz], *oath* [əʊθ] — *oaths* [əʊðz] (клятва — клятвы).

7. Окончание множественного числа слова *house* так же озвончается:

*house* [haʊs] — *houses* [ˈhaʊzɪz].

8. Если слово оканчивается буквами *-f* / *-fe*, форма множественного числа имеет окончание *-ves*.

Например, *wife* [waɪf] — *wives* [waɪvz], *knife* [naɪf] — *knives* [naɪvz], *life* [laɪf] — *lives* [laɪvz], *shelf* [ʃɛlf] — *shelves* [ʃelvz]

Исключения: *chief* — *chiefs* [tʃiːfs] (начальник — начальники); *handkerchief* — *handkerchiefs* [ˈhæŋkətʃɪfs] (носовой платок — носовые платки); *safe* — *safes* [ˈseɪfs]; *roof* — *roofs* [ruːfs] (крыша — крыши); *hoof* — *hoofs* [huːfs], *hooves* [huːvz] (копыто — копыта); *scarf* — *scarfs* [skuːfs], *scarves* [ˈskaːvz].

9. Следует запомнить ряд существительных, множественное число которых образуется не по общему правилу:

*man* [mæn] — *men* [men], *woman* [ˈwʊmən] — *women* [ˈwɪmɪn], *foot* [fʊt] — *feet* [ˈfiːt], *tooth* [tuːθ] — *teeth* [tiːθ], *goose* [ɡuːs] — *geese* [giːs], *mouse* [maʊs] — *mice* [maɪs], *louse* [laʊs] — *lice* [laɪs], *ox* [ɒks] — *oxen* [ˈɒksən] (бык — быки), *child* [tʃaɪld] — *children* [ˈtʃɪldrən].

10. Форма некоторых существительных совпадает в единственном и множественном числе:

*deer* (олень — олени), *sheep* (овца — овцы), *swine*, *fish*, *trout* (форель — форели), *works* (завод — заводы).

11. Следует также запомнить формы множественного числа существительных латинского и греческого происхождения:

*antenna* [ænˈtenə] — *antennae* [ænˈtenɪː] антенна — антенны

*appendix* [əˈpendɪks] — *appendices* [əˈpendɪsɪːz] приложение — приложения

*formula* [ˈfɔːmjulə] — *formulae* [ˈfɔːmjulɪː] формула — формулы

*datum* [ˈdeɪtəm] — *data* [ˈdeɪtə] данная величина — данные

*erratum* [ɪˈreɪtəm] — *errata* [ɪˈreɪtə] опечатка — опечатки

*genius* [ˈdʒiːnjəs] — *genii* [ˈdʒiːniː] дух — духи

*nucleus* [ˈnjuːklɪəs] — *nuclei* [ˈnjuːklɪaɪ] ядро — ядра

*radius* [ˈreɪdiəs] — *radii* [ˈreɪdiː] радиус — радиусы

*stimulus* [ˈstɪmjʊləs] — *stimuli* [ˈstɪmjʊlaɪ] стимул — стимулы

*crisis* [ˈkraɪsɪs] — *crises* [ˈkraɪsɪːz] кризис — кризисы

*ellipsis* [ɪˈlɪpsɪs] — *ellipses* [ɪˈlɪpsɪːz] эллипс — эллипсы

*thesis* [ˈθɪsɪs] — *theses* [ˈθɪsɪːz] тезис — тезисы

*criterion* [kraɪˈtɪərɪən] — *criteria* [kraɪˈtɪəriə] критерий — критерии

*sanatorium* [səˈnəːtɪəriəm] — *sanatoria* [səˈnəːtɪəriə] санаторий — санатории

*phenomenon* [fɪˈnɒmɪnən] — *phenomena* [fɪˈnɒmɪnə] явление — явления

*curriculum* [kəˈrɪkjʊləm] — *curricula* [kəˈrɪkjʊlə] учебный план — учебные планы

*curriculum vitae* [ˈvɪtaɪ] — *curricula vitae* автобиография — автобиографии

*medium* [ˈmiːdiəm] — *media* [ˈmiːdiə] средство — средства

В разговорном английском языке некоторые из этих существительных во множественном числе также имеют окончание *s*: *formulas*, *antennas*, *sanatoriums*.

## II. Uncountable Nouns (Неисчисляемые существительные)

Неисчисляемые существительные обозначают понятия и предметы, которые нельзя посчитать. К ним относятся отвлеченные существительные (*freedom, management*) и вещественные (*iron, coffee*).

Обычно неисчисляемые существительные и глагол после них употребляются в единственном числе. Они сочетаются с местоимениями *a lot, much, little, a little, some, any*. Неисчисляемые существительные также могут определяться притяжательными местоимениями (*my, his* и т. д.) и определенным артиклем. Для обозначения единственного числа используют слова *some, a piece of*.

Неисчисляемые существительные не употребляются с неопределенным артиклем и количественными числительными.

Рекомендуется обратить внимание на следующие существительные:

advice [əd'vaɪs] — совет(ы), консультация

information [ɪnfə'meɪʃən] — информация, сведения; известия, новости

intelligence [ɪn'telɪdʒəns] — сведения, известия, информация

fruit [fru:t] — фрукты

furniture ['fɜ:nɪtʃə] — мебель

knowledge ['nɒlɪdʒ] — знания

money ['mʌni] — деньги

news [nju:z] — новости, известия

music ['mju:zɪk] — музыка

permission [pə'mɪʃən] — разрешение, позволение

progress ['prɒɡres] — успехи

work [wɜ:k] — работа

My boss gave me a good piece of advice yesterday = My boss gave me some good advice yesterday. Начальник дал мне вчера хороший совет.

His advice is always good. Его советы всегда полезны.

## § 4. Degrees of Comparison of Adjectives and Adverbs

### (Степени сравнения прилагательных и наречий)

Английские прилагательные и наречия имеют положительную, сравнительную и превосходную степени.

Односложные прилагательные и наречия, а также двусложные прилагательные, оканчивающиеся буквами *-y, -er, -le, -ow*, или прилагательные с ударением на последнем слоге образуют сравнительную степень путем прибавления суффикса *-er*, а превосходную степень — *-est*.

Положительная степень	Сравнительная степень	Превосходная степень
big большой	bigger больше	the biggest самый большой
hard тяжелый, тяжело	harder тяжелее	(the) hardest самый тяжелый, тяжелее всего
happy счастливый	happier счастливее	the happiest самый счастливый
clever умный	cleverer умнее	the cleverest самый умный
simple простой	simpler проще	the simplest самый простой
narrow узкий	narrower уже	the narrowest самый узкий
complete полный	completer полнее	the completest самый полный
concise краткий	conciser более краткий	the concisest самый краткий

Остальные двусложные и многосложные прилагательные, а также наречия, оканчивающиеся суффиксом *-ly*, образуют сравнительную и превосходную степени путем постановки слов *more* и *(the) most* или *less* и *(the) least* перед положительной степенью.

Положительная степень	Сравнительная степень	Превосходная степень
useful полезный	more useful полезнее	the most useful самый полезный

Положительная степень	Сравнительная степень	Превосходная степень
difficult трудный	more difficult труднее less difficult менее трудный	the most difficult самый трудный the least difficult наименее трудный
modern современный	more modern современнее less modern менее современный	the most modern самый современный the least modern наименее современный
beautifully красиво	more beautifully красивее less beautifully менее красиво	most beautifully красивее всего least beautifully наименее красиво

У некоторых прилагательных и наречий сравнительная и превосходная степени образуются не по общим правилам, например:

Положительная степень	Сравнительная степень	Превосходная степень
good хороший well хорошо	better ['beta] лучше	(the) best лучший. лучше всего
bad плохой badly плохо	worse [wɜ:s] хуже	(the) worst [wɜ:st] самый плохой, хуже всего
many much много	more [mɔ:] больше	most [maʊst] больше всего
little маленький, мало	less [les] меньше	(the) least [li:st] самый маленький, меньше всего
far далекий, далеко	farther ['fɑ:ðə] более отдаленный, дальше	(the) farthest ['fɑ:ðɪst] самый далекий, дальше всего (по расстоянию)
far	further ['fɜ:ðə] более отдаленный дальнейший, даль- ше, дополнитель- ный, далее	(the) furthest ['fɜ:ðɪst] самый отдаленный (по времени) дальнейший, далее всего
old старый	older старше	the oldest самый старший (по возрасту)

Положительная степень	Сравнительная степень	Превосходная степень
old	elder старше	(the) eldest старший (в семье, по должности)
late поздний, поздно	later ['leɪə] позже	(the) latest ['leɪtɪst] самый поздний, позже всего (по времени)
late	latter ['lætə] последний (из двух)	the last [lə:st] самый последний (по порядку)

### § 5. Basic forms of the verb (Основные формы глагола)

В английском языке различают 4 основных формы глагола: неопределенная форма, прошедшее простое (или неопределенное) время, причастие прошедшего времени, причастие настоящего времени.

1. Неопределенная форма (the Infinitive) отвечает на вопрос «Что делать?».

Признаком неопределенной формы является частица *to*.

Например, *to mark* — отмечать, ставить отметку; *to make* — делать.

2. Форма прошедшего неопределенного времени правильных (стандартных) глаголов образуется прибавлением суффикса *-ed* к основе глагола:

*to mark* — *marked* (отметил).

Форма прошедшего неопределенного времени (Past Indefinite) неправильных (нестандартных) глаголов определяется по словарю: *to make* — *made* (делал).

3. Причастие прошедшего времени (Participle II) правильных глаголов образуется прибавлением суффикса *-ed* к неопределенной форме без частицы *to*:

*to mark* — *marked* (отмеченный).

Форма причастия прошедшего времени неправильно-го глагола определяется по словарю.

Например, *to make* — *made* (сделанный).

4. Причастие настоящего времени (Participle I) образуется прибавлением суффикса *-ing* к основе глагола:  
*marking* — отмечающий, *making* (делающий).

**List of Irregular Verbs**  
 (Список неправильных глаголов)

Infinitive	Past Indefinite	Past Participle	Перевод
arise [ə'raɪz]	arose [ə'raʊz]	arisen [ə'raɪzn]	подниматься
be [bi]	was [wɒz], were [wə:]	been [bi:n]	быть
bear [beə]	bore [bɔ:]	born [bɔ:n]	рождать
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бить
become	became	become	становиться
[bi'kʌm]	[bi'keɪm]	[bi'kʌm]	
begin [bi'ɡɪn]	began [bi'ɡæɪn]	begun [bi'ɡʌn]	начинать(ся)
break [breɪk]	broke [brɔ:k]	broken ['brɔ:kən]	ломать
breed [bri:d]	bred [bred]	bred [bred]	порождать, разводить
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	гореть, жечь
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать
can [kæn]	could [kʊd]	—	мочь, могу
cast [kɑ:st]	cast [kɑ:st]	cast [kɑ:st]	отливать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, схватывать
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоять
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
deal [di:l]	dealt [delt]	dealt [delt]	торговать; иметь дело; рассматривать вопрос
dig [dɪg]	dug [dag]	dug [dag]	копать
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	тащить, чертить, рисовать
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	видеть во сне, мечтать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	вести, тянуть
dwell [dwel]	dwelt [dwelt]	dwelt [dwelt]	обитать, останавливаться
eat [i:t]	ate [et]	eaten ['i:tn]	есть, принимать пищу

Infinitive	Past Indefinite	Past Participle	Перевод
fall [fɔ:l]	fell [fel]	fallen ['fɔ:ln]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	бороться, сражаться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [flaʊn]	летать
forbid	forbade	forbidden	запрещать
[fə'bid]	[fə'beɪd]	[fə'bidn]	
forget	forgot [fə'ɡɒt]	forgotten	забывать
[fə'get]		[fə'ɡɒtn]	
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	замораживать
get [get]	got [ɡɒt]	got [ɡɒt]	получать; становиться
give [ɡɪv]	gave [geɪv]	given ['ɡɪvn]	давать
go [ɡəʊ]	went [went]	gone [ɡɒn]	идти, ехать
grow [ɡrəʊ]	grew [ɡru:]	grown [ɡrəʊn]	расти, выращивать
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	висеть, вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	прятать
		hid [hɪd]	
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударять
hold [həʊld]	held [held]	held [held]	держат, владеть
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ушибить, ранить
keep [ki:p]	kept [kept]	kept [kept]	лсржать, хранить
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
lay [leɪ]	laid [leɪd]	laid [leɪd]	класть
lead [li:d]	led [led]	led [led]	вести, руководить
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учиться, узнавать
leave [li:v]	left [left]	left [left]	оставлять, уезжать
lend [lend]	lent [lent]	lent [lent]	давать взаймы
let [let]	let [let]	let [let]	позволять
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежать
light [laɪt]	lit [lɪt]	lit [lɪt]	зажигать, освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	делать; заставлять
may [meɪ]	might [maɪt]	—	могу, можно
mean [mi:n]	meant [ment]	meant [ment]	значить, подразумевать
meet [mi:t]	met [met]	met [met]	встречать
pay [peɪ]	paid [peɪd]	paid [peɪd]	платить



Infinitive	Past Indefinite	Past Participle	Перевод
put [put]	put [put]	put [put]	класть
read [ri:d]	read [red]	read [red]	читать
ride [aɪd]	rode [raʊd]	ridden [ˈrɪdn]	ездить
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	звонить
rise [raɪz]	rose [raʊz]	risen [ˈrɪzn]	вставать, подниматься
run [rʌn]	ran [ræn]	run [rʌn]	бежать, управлять
saw [sɔ:]	sawed [sɔ:d]	sawn [sɔ:n]	пилить
say [seɪ]	said [sed]	said [sed]	говорить, сказать
see [si:]	saw [sɔ:]	seen [si:n]	видеть
sell [sel]	sold [saʊld]	sold [saʊld]	продавать
send [send]	sent [sent]	sent [sent]	посылать
set [set]	set [set]	set [set]	устанавливать
shake [ʃeɪk]	shook [ʃʊk]	shaken [ˈʃeɪkn]	трясти
shall [ʃæl]	should [ʃʊd]		должен
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	сиять, светить
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показывать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закрывать
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sit [sɪt]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать
speak [spi:k]	spoke [spəʊk]	spoken [ˈspəʊkn]	говорить
spend [spend]	spent [spent]	spent [spent]	тратить, проводить
spread [spred]	spread [spred]	spread [spred]	распространять
stand [stænd]	stood [stud]	stood [stud]	стоять
stick [strɪk]	stuck [stʌk]	stuck [stʌk]	липнуть, приклеиваться
swim [swɪm]	swam [swæm]	swum [swʌm]	плавать
take [teɪk]	took [tu:k]	taken [teɪkn]	брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	обучать, учить
tell [tel]	told [təʊld]	told [təʊld]	рассказывать, сообщать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидать, бросать
understand [ˌʌndəˈstænd]	understood [ˌʌndəˈstu:d]	understood [ˌʌndəˈstu:d]	понимать
wear [weə]	wore [wɜ:]	worn [wɜ:n]	носить
will [wɪl]	would [wʊd]	—	хотеть
win [wɪn]	won [wʌn]	won [wʌn]	выигрывать, побеждать
write [raɪt]	wrote [rəʊt]	written [ˈrɪtn]	писать

## § 6. Present Indefinite Active (Настоящее неопределенное время действительного залога)

Глаголы в Present Indefinite Active имеют следующие формы:

Утвердительные предложения	I (you, we, they) He (she, it)	+ V <sub>1</sub> + V <sub>1</sub> (e)s ...
Вопросительные предложения	Do I (you, we, they) Does he (she, it) Who	+ V <sub>1</sub> ...? + V <sub>1</sub> ...? + V <sub>1</sub> (e)s...?
Отрицательные предложения	I (you, we, they) do not (don't) He (she, it) does not (doesn't)	+ V <sub>1</sub> ... + V <sub>1</sub> ...

Present Indefinite Active передает обычные, повторяющиеся действия, общепризнанные истины и постоянные характеристики людей, вещей и явлений в настоящем времени.

You run the factory very well. Вы управляете фабрикой очень хорошо.

Do you run a big factory?

Who runs the factory?

You don't run the factory property.

My uncle heads a private company. Мой дядя возглавляет частную компанию.

What kind of company does your uncle head?

Who heads this company?

My uncle doesn't head this enterprise.

## § 7. Past Indefinite Active (Прошедшее неопределенное время действительного залога)

Глаголы в Past Indefinite Active имеют следующие формы:

Утвердительные предложения	Правильные глаголы Неправильные глаголы	+ V <sub>1</sub> + ed + V <sub>2</sub>
Вопросительные предложения	Did I (you, he, she, it, we, they) Who	+ V <sub>1</sub> ... ? + V <sub>1</sub> + ed (V <sub>2</sub> )...?
Отрицательные предложения	I (you ...) did not (didn't)	+ V <sub>1</sub> ...

Past Indefinite Active используется для выражения повторяющихся действий, последовательности действий, однократных действий, общепризнанных истин и характеристик людей и предметов в прошедшем времени.

Mr. Brown appointed Mr. White Customer Service Manager.

М-р Браун назначил м-ра Уайта менеджером отдела обслуживания покупателей.

Did the President appoint Mr. White Customer Service Manager?

Mr. Brown didn't appoint Mr. Priestly to this post.

Who appointed Mr. White Customer Service Manager?

The General Manager gave Mr. Blake promotion to management level after three years in this job. Главный управляющий назначил м-ра Блейка менеджером после трех лет работы в компании.

When did General Manager give him promotion?

Who gave promotion to Mr. Blake?

The manager didn't give Mr. Jones promotion last year.

**Примечание.** Повторяющиеся действия в прошлом выражаются также конструкциями *used to* [ju:st] + инфинитив и *would* + инфинитив. В предложениях, в которых употребляется конструкция *used to* + инфинитив, действия в прошлом часто противопоставляются действиям в настоящем.

Paul used to smoke, but he doesn't smoke now. Пол когда-то курил, но сейчас не курит.

When Tom worked in a bank, he would get up early. Когда Том работал в банке, он обычно вставал рано.

### § 8. Future Indefinite Active (Будущее неопределенное время действительного залога)

Глаголы в Future Indefinite Active имеют следующие формы:

Утвердительные предложения	I (we)	shall	+ V <sub>1</sub> ...
	I (you, he, she, it, we, they)	will	+ V <sub>1</sub> ...
	it, we, they		

Вопросительные предложения	Shall I (we)	+ V <sub>1</sub> ... ?	
	Will I (you, he, she, it, we, they)	+ V <sub>1</sub> ... ?	
	Who will	+ V <sub>1</sub> ... ?	
Отрицательные предложения	I (we)	shall not (shan't)	+ V <sub>1</sub> ...
	I (you, he, she, it, we, they)	will not (won't)	+ V <sub>1</sub> ...

Future Indefinite Active передает обычные, повторяющиеся и однократные действия в будущем.

I'll see you on Saturday at 10 a.m. Увидимся в субботу в 10 утра.

When shall we meet? Когда мы встретимся?

I shan't [ʃa:nt] see him soon. Я не скоро его увижу.

My friend will graduate from the university in three years.

Мой друг окончит университет через 3 года.

When will he graduate from the university?

Which of you will graduate next year?

He won't [wɒnt] work for the company.

### § 9. Future Indefinite in the Past (Active) (Будущее неопределенное время в прошедшем действительного залога)

Глаголы в Future Indefinite in the Past имеют следующие формы:

Утвердительные предложения	I (we)	should [ʃud]	+ V <sub>1</sub> ...
	I (you, he, she, it, we, they)	would [wud]	+ V <sub>1</sub> ...
Вопросительные предложения	Should I (we)		+ V <sub>1</sub> ...?
	Would I (you, he, she, it, we, they)		+ V <sub>1</sub> ...?
	Who would		+ V <sub>1</sub> ...?
Отрицательные предложения	I (we)	should not (shouldn't)	+ V <sub>1</sub> ...
	I (you, he, she, it, we, they)	will not (wouldn't)	+ V <sub>1</sub> ...
	it, we, they)		

Future Indefinite in the Past (Active) выражает будущие действия, о которых говорилось в прошедшем. Обычно это время используется в дополнительных придаточных предложениях, если глаголы в главных предложениях употребляются в прошедшем времени.

I didn't know that my business trip would be long.  
Я не знал, что моя командировка будет долгой.  
I hoped that the director wouldn't agree to the plan.  
Я надеялся, что директор не согласится с планом.

### § 10. Present Indefinite Passive (Настоящее неопределенное время страдательного залога)

Глаголы в Present Indefinite Passive имеют следующие формы:

Утвердительные предложения	I	am	+ V <sub>3</sub> ...
	You (we, they)	are	+ V <sub>3</sub> ...
	He (she, it)	is	+ V <sub>3</sub> ...
Вопросительные предложения	Am I		+ V <sub>3</sub> ... ?
	Are you (we, they)		+ V <sub>3</sub> ... ?
	Is he (she, it)		+ V <sub>3</sub> ... ?
	Who	is (are)	+ V <sub>3</sub> ... ?
Отрицательные предложения	I	am not ('m not)	+ V <sub>3</sub> ...
	You (we, they)	are not (aren't)	+ V <sub>3</sub> ...
	He (she, it)	is not (isn't)	+ V <sub>3</sub> ...

Present Indefinite Passive передает обычные, повторяющиеся действия, которые совершаются по отношению к подлежащему в настоящем времени.

Negotiations are held before signing contracts. Переговоры проводятся перед подписанием контрактов.

Where are talks usually held? Где обычно проводятся переговоры?

Who are generally invited to such conferences? Кого обычно приглашают на такие конференции?

Important documents are not kept by the secretary here. Здесь секретарь не хранит важные документы.

### § 11. Past Indefinite Passive (Прошедшее неопределенное время страдательного залога)

Глаголы в Past Indefinite Passive имеют следующие формы:

Утвердительные предложения	I (he, she, it)	was	+ V <sub>3</sub> ...
	You (we, they)	were	+ V <sub>3</sub> ...
Вопросительные предложения	Was I (he, she, it)		+ V <sub>3</sub> ... ?
	Were you (we, they)		+ V <sub>3</sub> ... ?
	Who	was (were)	+ V <sub>3</sub> ... ?
Отрицательные предложения	I (he, she, it)	was not (wasn't)	+ V <sub>3</sub> ...
	You (we, they)	were not (weren't [wɜ:nt])	+ V <sub>3</sub> ...

Past Indefinite Passive выражает обычные, повторяющиеся и однократные действия, которые совершались по отношению к подлежащему в прошлом.

Mr. Smith was invited to dinner at Mrs. Green's house.

М-р Смит был приглашен на обед в дом миссис Грин.

Was Mr. Smith invited to dinner?

Who was invited to dinner?

I wasn't invited to the party.

The customers were asked to come in. Покупателей пригласили войти.

Were the customers asked in by the secretary?

Who were asked in? Кого пригласили войти?

The customers weren't asked in, they had to wait for half an hour. Покупателей не пригласили войти, им пришлось ждать в течение часа.

### § 12. Future Indefinite Passive (Будущее неопределенное время страдательного залога)

Глаголы в Future Indefinite Passive имеют следующие формы:

Утвердительные предложения	I (we)	shall be	+ V <sub>3</sub> ...
	I (you, he, she, it, we, they)	will be	+ V <sub>3</sub> ...
Вопросительные предложения	Shall I (we)	be	+ V <sub>3</sub> ... ?
	Will I (you, he, she, it, we, they)	be	+ V <sub>3</sub> ... ?
	Who	will be	+ V <sub>3</sub> ... ?
Отрицательные предложения	I (we)	shall not (shan't) be	+ V <sub>3</sub> ...
	I (you, he, she, it, we, they)	will not (won't) be	+ V <sub>3</sub> ...

Future Indefinite Passive передает действия, которые будут совершаться по отношению к подлежащему в будущем.

I shall be met at the airport by my counterpart. В аэропорту меня встретит коллега.

Where shall I be met? I shan't be met at the airport.

Mr. Grey will be invited to the party by Mrs. Gill ([gill]).

Миссис Гилл пригласит на вечер м-ра Грея.

Who(m) will Mr. Grey be invited by?

Who will be invited to the party? Кого пригласят на вечер?

This man won't be invited to the party. Этого человека не пригласят на вечер.

### § 13. Future Indefinite in the Past (Passive)

(Будущее неопределенное время  
в прошедшем страдательного залога)

Глаголы в Future Indefinite in the Past (Passive) имеют следующие формы:

Утвердительные предложения	I (we)	should be	+ V <sub>3</sub> ...
	I (you, he, she, it, we, they)	would be	+ V <sub>3</sub> ...
Вопросительные предложения	Should I (we)	be	+ V <sub>3</sub> ...
	Would I (you, he, she, it, we, they)	be	+ V <sub>3</sub> ...?
	Who	would be	+ V <sub>3</sub> ...?
Отрицательные предложения	I (we)	should not (shouldn't)	+ V <sub>3</sub> ...
	be I (you, he, she, it, we, they)	would not (wouldn't) be	+ V <sub>3</sub> ...

Future Indefinite in the Past (Passive) передает в повествовании о прошедшем действия, которые будут совершаться по отношению к подлежащему в будущем. Обычно это время используется в дополнительных придаточных предложениях, если глаголы в главных предложениях употребляются в прошедшем времени.

We thought that the contract wouldn't be signed soon, but we were mistaken. Мы думали, что контракт не будет скоро подписан, но ошиблись.

I was informed that our delegation would be met at the airport. Мне сообщили, что нашу делегацию встретят в аэропорту.

### § 14. Present Continuous Active

(Настоящее длительное время  
действительного залога)

Глаголы в Present Continuous Active имеют следующие формы:

Утвердительные предложения	I	am	+ V <sub>1</sub> ing
	You (we, they)	are	+ V <sub>1</sub> ing
	He (she, it)	is	+ V <sub>1</sub> ing
Вопросительные предложения	Am I		+ V <sub>1</sub> ing?
	Are you (we, they)		+ V <sub>1</sub> ing?
	Is he (she, it)		+ V <sub>1</sub> ing?
	Who	is (are)	+ V <sub>1</sub> ing?
Отрицательные предложения	I	am not	+ V <sub>1</sub> ing
	You, (we, they)	are not (aren't)	+ V <sub>1</sub> ing
	He (she, it)	is not (isn't)	+ V <sub>1</sub> ing

Present Continuous Active передает длительные действия, происходящие в момент речи и в настоящий период, а также запланированные действия в будущем. Это время, кроме того, используется для эмоционального выражения повторяющихся действий в настоящем.

I'm looking for the secretary. Я ищу секретаря.

Who(m) are you looking for?

Who is looking for the secretary?

I'm not looking for the programmer.

We're working at a new project this month.

В этом месяце мы работаем над новым проектом.

They are seeing each other regularly. Они регулярно встречаются.

I'm not hearing from him at all. Я совсем не получаю от него известий.



I'm going to study management in the USA. Я собираюсь изучать менеджмент в США.

Are you doing anything special tonight? Вы очень заняты сегодня вечером?

I am always thinking of you. Я всегда о тебе думаю.

### § 15. Past Continuous Active (Прошедшее длительное время действительного залога)

Глаголы в Past Continuous Active имеют следующие формы:

Утвердительные предложения		I (he, she, it) We (you, they)	was were	+ V <sub>1</sub> ing + V <sub>1</sub> ing
Вопросительные предложения	Was Were	I (he, she, it) we (you, they)		+ V <sub>1</sub> ing? + V <sub>1</sub> ing?
Отрицательные предложения		I (he, she, it) We (you, they)	was not (wasn't) were not (weren't)	+ V <sub>1</sub> ing + V <sub>1</sub> ing

Past Continuous Active передает длительные действия, протекавшие в определенный момент или период в прошлом, а также два длительных действия, происходившие одновременно в прошлом. Это время, кроме того, используется для эмоционального выражения повторяющихся действий в прошедшем.

What was the typist doing when you entered the room? — She was typing a letter. Что делала машинистка, когда ты вошел? — Она печатала письмо.

This time last year I wasn't living in Rostov. Я не жил в Ростове в это время в прошлом году.

They were having breakfast at 8 o'clock. Они завтракали в 8 часов.

We were examining the documents all day long. (= We examined the documents all day long.) Мы изучали документы весь день.

It was raining the whole day. (= It rained the whole day.) Весь день шел дождь.

While I was looking through the mail, Miss Lonsdale was making coffee. Пока я просматривал почту, мисс Лонсдейл варила кофе.

She was constantly grumbling. Она вечно ворчала.

He was always shouting at his subordinates. Он всегда кричал на подчиненных.

### § 16. Future Continuous Active (Будущее длительное время действительного залога)

Глаголы в Future Continuous Active имеют следующие формы:

Утвердительные предложения	I (we) I (you, he, she, it, we, they)	shall + be will + be	+ V <sub>1</sub> ing... + V <sub>1</sub> ing...
Вопросительные предложения	Shall I (we) Will I (you, he, she, it, we, they)	+ be + be	+ V <sub>1</sub> ing ... ? + V <sub>1</sub> ing ... ?
Отрицательные предложения	I (we) I (you, he, she, it, we, they)	shall not (shan't) be will not (won't) be	+ V <sub>1</sub> ing ... + V <sub>1</sub> ing ...

Future Continuous Active обозначает длительные действия, которые будут происходить в определенный момент или период в будущем.

I shall be working at 10 o'clock. Don't disturb me, please.

Я буду работать в 10 часов. Не беспокойте меня, пожалуйста.

Where will you be staying in London? — We'll be staying with our friends.

Где вы остановитесь в Лондоне? — Мы остановимся у наших друзей.

They won't be hiring other people. Они не будут принимать на работу других людей.

### § 17. Future Continuous in the Past (Будущее длительное время в прошедшем)

Глаголы в Future Continuous in the Past имеют следующие формы:

Утвердительные предложения	I (we)	should + be	+ V <sub>1</sub> ing...
	I (you, he, she, it, we, they)	would + be	+ V <sub>1</sub> ing...
Вопросительные предложения	Should I (we)	+ be	+ V <sub>1</sub> ing...?
	Would I (you, he, she, it, we, they)	+ be	+ V <sub>1</sub> ing...?
Отрицательные предложения	I (we)	should not (shouldn't) + be	+ V <sub>1</sub> ing...
	I (you, he, she, it, we, they)	would not (wouldn't) + be	+ V <sub>1</sub> ing...

Future Continuous in the Past передает в повествовании о прошедшем длительные действия, которые будут происходить в определенный момент или период в будущем. Обычно это время используется в дополнительных придаточных предложениях, если глаголы в главных предложениях употребляются в прошедшем времени.

The manager said that he would be looking through the mail at that time. Управляющий сказал, что будет просматривать почту в это время.

He answered that he wouldn't be working at 5 o'clock. Он ответил, что в 5 часов не будет работать.

### § 18. Present Continuous Passive (Настоящее длительное время страдательного залога)

Глаголы в Present Continuous Passive имеют следующие формы:

Утвердительные предложения	I	am being	+ V <sub>3</sub> ...
	You, (we, they)	are being	+ V <sub>3</sub> ...
	He (she, it)	is being	+ V <sub>3</sub> ...
Вопросительные предложения	Am I	being	+ V <sub>3</sub> ...?
	Are you (we, they)	being	+ V <sub>3</sub> ...?
	Is he (she, it)	being	+ V <sub>3</sub> ...?
	What (Who)	is (are) being	+ V <sub>3</sub> ...?

Отрицательные предложения	I am (I'm)	not being	+ V <sub>3</sub> ...
	You, we, they	are not being (aren't)	+ V <sub>3</sub> ...
	He (she, it)	is not (isn't) being	+ V <sub>3</sub> ...

Present Continuous Passive обозначает длительные действия, совершаемые по отношению к подлежащему в момент речи или в настоящий период.

The prices are being investigated by the experts. Цены изучаются экспертами.

Who(m) are the prices being investigated by?

What is being investigated by the experts?

The market is not being investigated by the experts properly. Рынок не исследуется экспертами должным образом.

### § 19. Past Continuous Passive (Прошедшее длительное время страдательного залога)

Глаголы в Past Continuous Passive имеют следующие формы:

Утвердительные предложения	I (he, she, it)	was being	+ V <sub>3</sub> ...
	We (you, they)	were being	+ V <sub>3</sub> ...
Вопросительные предложения	Was I (he, she, it)	being	+ V <sub>3</sub> ...?
	Were we (you, they)	being	+ V <sub>3</sub> ...?
Отрицательные предложения	I (he, she, it)	was not being (wasn't)	+ V <sub>3</sub> ...
	We (you, they)	were not being (weren't)	+ V <sub>3</sub> ...

Past Continuous Passive выражает длительные действия, которые совершались по отношению к подлежащему в определенный момент или период в прошлом.

The documents were being studied by the experts when the customer arrived. Документы изучались экспертами, когда пришел покупатель.

These problems were not being discussed at the meeting at that time. В то время на совещании эти проблемы не обсуждались.

What measures were being taken by the leadership? Какие меры принимались руководством?

This salesgirl was always being complained of by the customers. На эту продавщицу всегда жаловались покупатели.

### § 20. Present Perfect Active (Настоящее совершенное время действительного залога)

Глаголы в Present Perfect Active имеют следующие формы:

Утвердительные предложения	I (you, we, they)	have	+ V <sub>3</sub> ...
	He (she, it)	has	+ V <sub>3</sub> ...
Вопросительные предложения	Have I (you, we, they)		+ V <sub>3</sub> ...
	Has he (she, it)		+ V <sub>3</sub> ...
	Who	has (have)	+ V <sub>3</sub> ...
Отрицательные предложения	I (you, we, they)	have not (haven't)	+ V <sub>3</sub> ...
	He (she, it)	has not (has't)	+ V <sub>3</sub> ...

Present Perfect Active выражает совершенные действия, имеющие значение для говорящего в настоящем времени, и действия, которые начались в прошлом и продолжаются до настоящего времени.

Have you done the work yet? — Yes, I have already done the work. No, I haven't done the work yet. Ты уже выполнил работу? — Да, я уже выполнил работу. Нет, я еще не выполнил работу.

Has he ever been to London? — Yes, he's been to London. No, he's never been to London. Он когда-нибудь был в Лондоне? — Да, он уже был в Лондоне. Нет, он никогда не был в Лондоне.

How long have you known Mr. Brown? — I've known him for quite a long time. Сколько времени ты знаком с м-ром Брауном? — Я знаю его довольно давно.

Who has sent the letter? — The secretary has. Кто отправил письмо? — Секретарь.

### § 21. Past Perfect Active (Прошедшее совершенное время действительного залога)

Глаголы в Past Perfect Active имеют следующие формы:

Утвердительные предложения	I (you, he, she, it, we, they) had + V <sub>3</sub> ...
Вопросительные предложения	Had I (you, he, she, it, we, they) + V <sub>3</sub> ...
Отрицательные предложения	I (you, he, she, it, we, they) had not (hadn't) + V <sub>3</sub> ...

Past Perfect Active передает действия, совершенные к определенному моменту в прошлом, и действия, начавшиеся в один момент в прошлом и продолжавшиеся до другого момента в прошлом.

We had finished the work by 4 o'clock. Мы закончили работу к 4 часам.

Had the manager written the letter when he was called to the director's office? Написал ли управляющий письмо, когда его вызвали в кабинет директора?

We had had the talks for two months before the contract was signed. Мы вели переговоры в течение двух месяцев, прежде чем контракт был подписан.

### § 22. Future Perfect Active (Будущее совершенное время действительного залога)

Глаголы в Future Perfect Active имеют следующие формы:

Утвердительные предложения	I (we)	shall ('ll) + have	+ V <sub>3</sub> ...
	I (you, he, she, it, we, they)	will ('ll) + have	+ V <sub>3</sub> ...
Вопросительные предложения	Shall I (we)	+ have	+ V <sub>3</sub> ...?
	Will I (you, he, she, it, we, they)	+ have	+ V <sub>3</sub> ...?
Отрицательные предложения	I (we)	shall not have (shan't)	+ V <sub>3</sub> ...
	I (you, he, she, it, we, they)	will not have (won't)	+ V <sub>3</sub> ...

Future Perfect Active обозначает действия, которые будут завершены к определенному моменту в будущем, или действия, которые начались в прошлом и завершатся к определенному моменту в будущем.

Come to our place on Friday. My parents are giving a party. They will have been husband and wife for fifty years by the 25th of December. Приходи к нам в пятницу. Мои родители устраивают вечер. 25 декабря исполнится 50 лет с тех пор, как они поженились.

I think the meeting will not have finished by the time you get there. Думаю, совещание не закончится к тому времени, как ты туда доберешься.

Will the book-keeper have submitted the account by the end of the month? Бухгалтер представит отчет к концу месяца?

### § 23. Future Perfect in the Past (Active) (Будущее совершенное время в прошедшем действительного залога)

Глаголы в Future Perfect in the Past имеют следующие формы:

Утвердительные предложения	I (we) should ('d) + have I (you, he, she, it, we, they) would ('d) + have	+V <sub>3</sub> ...
Вопросительные предложения	Should I (we) + have Would I (you, he, she, it, we, they) + have	+V <sub>3</sub> ...? +V <sub>3</sub> ...?
Отрицательные предложения	I (we) should not have (shouldn't) I (you, he, she, it, we, they) would not have (wouldn't)	+V <sub>3</sub> ... +V <sub>3</sub> ...

Future Perfect in the Past выражает в повествовании о прошедшем действия, которые будут завершены к определенному моменту в будущем. Обычно это время используется в дополнительных придаточных предложениях, если глаголы в главных предложениях употребляются в прошедшем времени.

The chief accountant wanted to know if his subordinates would have finished the account by Friday. Главный бухгалтер хотел знать, закончат ли его подчиненные отчет к пятнице.

The clerk said that he wouldn't have done the work by his chief's coming. Служащий сказал, что не сделает работу к приезду начальника.

### § 24. Present Perfect Passive (Настоящее совершенное время страдательного залога)

Глаголы в Present Perfect Passive имеют следующие формы:

Утвердительные предложения	I (you, we, they) have been He (she, it) has been	+ V <sub>3</sub> ... + V <sub>3</sub> ...
Вопросительные предложения	Have I (you, we, they) been Has he (she, it) been	+ V <sub>3</sub> ...? + V <sub>3</sub> ...?
Отрицательные предложения	I (you, we, they) have not been He (she, it) has not been	+ V <sub>3</sub> ... + V <sub>3</sub> ...

Present Perfect Passive показывает, что по отношению к подлежащему совершились действия, имеющие значение для говорящего в настоящем времени.

They've been invited to the party by Mr. Smith. Их пригласил на вечер м-р Смит.

Has the letter been typed? — Not yet. Письмо напечатано? — Еще нет.

The letter hasn't been typed yet. Письмо еще не напечатано.

Who has been sent to my office? Кого послали ко мне в офис?

### § 25. Past Perfect Passive (Прошедшее совершенное время страдательного залога)

Глаголы в Past Perfect Passive имеют следующие формы:

Утвердительные предложения	I (you, he, she, it, we, they) had been	+ V <sub>3</sub> ...
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Вопросительные предложения	Had I (you, he, she, it, we, they) been	+ V <sub>3</sub> ...
Отрицательные предложения	I (you, he, she, it, we, they) had not been (hadn't)	+ V <sub>3</sub> ...

Past Perfect Passive показывает, что по отношению к подлежащему к определенному моменту в прошлом совершились какие-либо действия.

The new equipment had been installed by the end of the year. Новое оборудование было установлено к концу года.

The partners hadn't yet been informed by that time. К тому времени партнеры еще не были проинформированы.

Had the programme been worked out by the opening of the conference? Была ли программа разработана к началу конференции?

### § 26. Future Perfect Passive (Будущее совершенное время страдательного залога)

Глаголы в Future Perfect Passive имеют следующие формы:

Утвердительные предложения	I (we) shall ('ll) have been I (you, he, she, it, we, they) will ('ll) have been	+ V <sub>3</sub> ... + V <sub>3</sub> ...
Вопросительные предложения	Shall I (we) have been Will I (you, he, she, it, we, they) have been	+ V <sub>3</sub> ...? + V <sub>3</sub> ...?
Отрицательные предложения	I (we) shall not (shan't) have been I (you, he, she, it, we, they) will not (won't) have been	+ V <sub>3</sub> ... + V <sub>3</sub> ...

Future Perfect Passive показывает, что по отношению к подлежащему к определенному моменту в будущем совершатся какие-либо действия.

The documents will have been sent by the first of January. Документы будут отосланы к 1 января.

The contract won't have been prepared by that time. Контракт не будет подготовлен к тому времени.

Will the money have been transferred by the first of June? Будут ли деньги переведены к 1 июня?

### § 27. Future Perfect in the Past (Passive) (Будущее совершенное время в прошедшем страдательного залога)

Глаголы в Future Perfect in the Past (Passive) имеют следующие формы:

Утвердительные предложения	I (we) should ('d) have been I (you, he, she, it, we, they) would ('d) have been	+ V <sub>3</sub> ... + V <sub>3</sub> ...
Вопросительные предложения	Should I (we) have been Would I (you, he, she, it, we, they) have been	+ V <sub>3</sub> ...? + V <sub>3</sub> ...?
Отрицательные предложения	I (we) should not have been (shouldn't) I (you, he, she, it, we, they) would not have been (wouldn't)	+ V <sub>3</sub> ... + V <sub>3</sub> ...

Future Perfect in the Past Passive используется в повествованиях о прошедшем и обозначает, что по отношению к подлежащему к определенному моменту в будущем совершатся какие-либо действия. Обычно это время используется в дополнительных придаточных предложениях, если глаголы в главных предложениях употребляются в прошедшем времени.

The manager said that the goods would have been delivered by the 10th of October. Менеджер сказал, что товары будут доставлены к 10 октября.

We thought the task wouldn't have been fulfilled on time. Мы думали, что задание не будет выполнено вовремя.

### § 28. Present Perfect Continuous (Настоящее совершенное длительное время)

Глаголы в Present Perfect Continuous имеют следующие формы:

Утвердительные предложения	I (you, we, they) have ('ve) been He (she, it) has ('s) been	+ V <sub>ing</sub> ... + V <sub>ing</sub> ...
Вопросительные предложения	Have I (you, we, they) been Has he (she, it) been Who have / has ('ve) been	+ V <sub>ing</sub> ...? + V <sub>ing</sub> ...? + V <sub>ing</sub> ...?

Отрицательные предложения	I (you, we, they) <b>have not been</b> (haven't)	+ V <sub>1</sub> ing ...
	He (she, it) <b>has not been</b> (hasn't)	+ V <sub>1</sub> ing ...

Present Perfect Continuous выражает действия, которые начались в прошедшем времени и продолжаются до момента речи.

I have been studying English for five years. Я изучаю английский язык пять лет.

How long have you been studying at the institute? — For three years. Сколько времени вы учитесь в институте? — Три года.

She hasn't been sleeping since 2 o'clock. Она не спит с двух часов.

### § 29. Past Perfect Continuous

#### (Прошедшее совершенное длительное время)

Глаголы в Past Perfect Continuous имеют следующие формы:

Утвердительные предложения	I (you, he, she, it, we, they) <b>had ('d) been</b>	+ V <sub>1</sub> ing ...
Вопросительные предложения	Had I (you, he, she, it, we, they) <b>been</b>	+ V <sub>1</sub> ing ...
	Who <b>had ('d) been</b>	+ V <sub>1</sub> ing ...
Отрицательные предложения	I (you, he, she, it, we, they) <b>had not been (hadn't)</b>	+ V <sub>1</sub> ing ...

The Past Perfect Continuous обозначает действия, которые начались в один момент и продолжались до другого момента в прошлом.

My friend had been working for a private company for three years before he began working in a bank. Мой друг работал 3 года в частной компании до того, как начал работать в банке.

How long had he been living here before he left for Moscow? Как долго он здесь жил до того, как уехал в Москву?

Mr. Green had been working all day. He was very tired. Мистер Грин работал весь день. Он очень устал.

### § 30. Future Perfect Continuous (Будущее совершенное длительное время)

Глаголы в Future Perfect Continuous имеют следующие формы:

Утвердительные предложения	I (we) <b>shall ('ll) have been</b>	+ V <sub>1</sub> ing ...
	I (we, you, he, she, it, they) <b>will ('ll) have been</b>	+ V <sub>1</sub> ing ...
Вопросительные предложения	Shall I (we) <b>have been</b>	+ V <sub>1</sub> ing ...?
	Will I (we, you, he, she, it, they) <b>have been</b>	+ V <sub>1</sub> ing ...?
	Who <b>will ('ll) have been</b>	+ V <sub>1</sub> ing ...?
Отрицательные предложения	I (we) <b>shall not have been</b> (shan't [ʃɑ:nɪ])	+ V <sub>1</sub> ing ...
	I (we, you, he, she, it, they) <b>will not have been</b> (won't [wəʊnt])	+ V <sub>1</sub> ing ...

Future Perfect Continuous используется для выражения действий, которые начались в прошедшем и будут продолжаться до определенного момента в будущем.

We shall have been advertising the goods for several months by the time they appear at the market. Мы будем рекламировать товары несколько месяцев к тому времени, как они появятся на рынке.

Mr. Wilson will have been working in the bank for ten years by the next month. В следующем месяце исполнится 10 лет с тех пор, как мистер Вильсон начал работать в банке.

### § 31. Future Perfect Continuous in the Past (Будущее совершенное длительное время в прошедшем)

Глаголы в Future Perfect Continuous in the Past имеют следующие формы:

Утвердительные предложения	I (we) <b>should ('d) + have + been</b>	+ V <sub>1</sub> ing ...
	I (you, he, she, it, we, they) <b>would ('d) + have + been</b>	+ V <sub>1</sub> ing ...
Вопросительные предложения	Should I (we) <b>have been</b>	+ V <sub>1</sub> ing ...?
	Would I (you, he, she, it, we, they) <b>have been</b>	+ V <sub>1</sub> ing ...?

Отрицательные предложения	I (we)	should not have been (shouldn't)	+ V <sub>1</sub> ing ...
	I (you, he, she, it, we, they)	would not have been (wouldn't)	+ V <sub>1</sub> ing ...

Future Perfect Continuous in the Past передает в повествовании о прошедшем действия, которые будут продолжаться до определенного момента в будущем. Обычно это время используется в дополнительных придаточных предложениях, если глаголы в главных предложениях употребляются в прошедшем времени..

The director said that the design bureau would have been working at the project for two years by the following month. Директор сказал, что в следующем месяце исполнится два года с тех пор, как проектное бюро начало работу над проектом.

### § 32. Subordinate Clauses of Time and Condition

#### (Обстоятельственные придаточные предложения времени и условия)

В сложноподчиненных предложениях с придаточными предложениями таких типов употребляются следующие видовременные формы:

Главное предложение		Придаточное предложение	
a) smb/smith	will (not) do smth	before	
smth	will be done	until	
b) smb can/must do smth		as soon as smb does smth	
smth can/must be done		while	smth is done
c) Imperatives		if	smb has done smth
Do smth		unless	smb has been done
Don't do smth		in case	

Как видно из таблицы, в обстоятельственных придаточных предложениях времени и условия для выражения действий в будущем используются времена Present Indefinite и Present Perfect.

Nobody will enter your office while you're busy. Никто не войдет в кабинет, пока вы заняты.

Call me if you need help. Позвоните мне, если вам понадобится помощь.

I shall leave my message if the manager is out. Я оставлю сообщение, если менеджера не будет на месте.

### § 33. Object Clauses

#### (Дополнительные придаточные предложения)

Как правило, дополнительные придаточные предложения выполняют функцию дополнения к глаголу-сказуемому главного предложения. Они присоединяются к главному предложению при помощи союзов *that* (что), *if* (ли), *whether* (ли) и союзных слов *who* (кто, который), *which* (который), *what* (что, какой), *where* (где, куда), *when* (когда), *how* (как), *why* (почему) и т.д.

Следует обратить внимание на прямой порядок слов в придаточном предложении и согласование времен в главном и придаточном предложениях.

A.

Главное предложение	Союз	Придаточное предложение
I smb says (говорит) smb tells (говорит) smb states (заявляет) smb claims (утверждает)	that	smb does smth smb did smth smb will do smth smb is doing smth
II. smb asks (спрашивает) smb wonders ['wandəz] (хочет знать) smb wants to know (хочет знать) smb doubts [daʊts] (сомневается)	if whether where when how why	smb does smth smb did smth smb will do smth smb is doing smth
III. smb asks smb wonders smb wants to know	who which what	is... was... will be... does smth did smth will do smth

## В.

Главное предложение	Союз	Придаточное предложение
I. smb said (сказал) smb told (сказал) smb stated (заявил) smb claimed (утверждал)	that	smb did smth smb had done smth smb would do smth smb was doing smth
II. smb asked (спросил) smb wondered (хотел знать) smb wanted to know (хотел знать) smb doubted (сомневался)	if whether where when how why	smb did smth smb had done smth smb would do smth smb was doing smth
III. smb asked smb wondered smb wanted to know smb doubted	who which what	was ... had been ... would be ... did smth had done smth would do smth

The boy tells his mother that he wants to drop out of high school. Мальчик говорит матери, что он хочет уйти из средней школы.

The boy told his mother that he wanted to drop out of high school. Мальчик сказал матери, что он хочет уйти из средней школы.

I wonder if my kids will have an opportunity to get a good education. Интересно, будет ли у моих детей возможность получить хорошее образование.

I wondered if my kids would have an opportunity to get a good education. Я хотел знать, будет ли у моих детей возможность получить хорошее образование.

The manager asks who is looking to the company for a job. Менеджер спрашивает, кто обращается в компанию по поводу работы.

The manager asked who was looking to the company for a job. Менеджер спросил, кто обращается в компанию по поводу работы.

### § 34. Use of Tenses in English (Употребление времен в английском языке)

#### Active Voice (Действительный залог)

Tenses Forms	Present	Past	Future	Future in the Past
Indefinite	wash(es)  give(s)	washed  gave	shall / will wash shall / will give	should / would wash  should / would give
Continuous	am / are / is washing am / are / is giving	was/were washing was/were giving	shall / will be washing shall / will be giving	should / would be washing should / would be giving
Perfect	have / has washed  have / has given	had washed  had given	shall / will have washed shall / will have given	should / would have washed  should / would have given
Perfect Continuous	have/has been washing have/has been giving	had been washing had been giving	shall/will have been washing shall/will been giving	should / would have been washing  should / would have been giving

#### Passive Voice (Страдательный залог)

Tenses Forms	Present	Past	Future	Future in the Past
Indefinite	am / are / is washed am / are / is given	was / were washed was / were given	shall / will be washed shall / will be given	should / would be washed should / would be given
Continuous	am / are / is being washed am / are / is being given	was/were being washed was/were being given		
Perfect	have / has been washed have / has been given	had been washed had been given	shall / will have been washed shall / will have been given	should / would have been washed should / would have been given



### § 35. Verb to be (Глагол to be)

Глагол *to be* в настоящем неопределенном времени (Present Indefinite) и прошедшем неопределенном времени (Past Indefinite) имеет следующие формы:

#### Present Indefinite

Утвердительные предложения		I	am	...
		You (we, they)	are	...
		He (she, it)	is	...
Вопросительные предложения	Am	I	...?	
	Are	you (we, they)	...?	
	Is	he (she, it)	...?	
Отрицательные предложения		I	am not ('m not)	...
		You (we, they)	are not (aren't [ɑ:nɪ])	...
		He (she, it)	is not (isn't)	...

#### Past Indefinite

Утвердительные предложения		I (he, she, it)	was	...
		You (we, they)	were	...
Вопросительные предложения	Was	I (he, she, it)	...?	
	Were	you (we, they)	...?	
		Who	was (were)	...?
Отрицательные предложения		I (he, she, it)	was not (wasn't)	...
		You (we, they)	were not (weren't)	...

Глагол *to be* имеет различные значения. Он употребляется:

а) в качестве смыслового глагола, имеющего значения «находиться», «быть», «являться»:

Where is the bank? — It's just round the corner. Где находится банк? — Прямо за углом.

б) как вспомогательный глагол для образования времен группы Continuous и страдательного залога:

The secretary is typing a letter. Секретарь печатает письмо.

The World Trade Centre was destroyed by terrorists in 2001. Всемирный торговый центр был разрушен террористами в 2001 г.

в) в качестве глагола-связки в составном именном сказуемом:

It's urgent. Это срочно.

г) как модальный глагол в значении «должен»:

We are to meet at 5. Мы должны встретиться в 5 часов.

### § 36. Construction there is / are

#### (Оборот there is / are)

Оборот *there is / are* описывает местонахождение предмета или лица и означает «имеется, находится, есть», что не всегда отражается в переводе. В русском языке соответствующие предложения обычно начинаются обстоятельством времени или места.

В настоящем неопределенном времени оборот употребляется следующим образом:

#### Present Indefinite

Утвердительные предложения	There is + существительное в единственном числе ...
	There are + существительное во множественном числе ...
Вопросительные предложения	Is there + существительное в единственном числе ... ?
	Are there + существительное во множественном числе ... ?
Отрицательные предложения	There is no + существительное в единственном числе ...
	There is not (isn't) any/much + существительное в единственном числе ...
	There are no + существительное во множественном числе ...
	There are not (aren't) any/many + существительное во множественном числе ...

There is a lot of juice in the carton. В упаковке много сока.

Is there much juice in the carton?

How much juice is there in the carton?

There isn't much juice in the carton.

There are a lot of students in the hall. В зале много студентов.

Are there many students in the hall?

How many people are there in the hall?

There aren't many students in the hall.

В прошедшем неопределенном времени конструкция употребляется следующим образом:

### Past Indefinite

Утвердительные предложения	There was + существительное в единственном числе...
	There were + существительное во множественном числе...
Вопросительные предложения	Was there + существительное в единственном числе...?
	Were there + существительное во множественном числе...?
Отрицательные предложения	There was no + существительное в единственном числе...
	There was not (wasn't) any/much + существительное в единственном числе...
	There were no + существительное во множественном числе...
	There were not (weren't) any/many + существительное во множественном числе...

There was a car at the entrance to the building. У входа в здание стояла машина.

Was there a car at the entrance to the building?

What was there at the entrance to the building?

There was not a car at the entrance to the building.

There was no car at the entrance to the building.

There were some letters on the desk. На письменном столе лежали письма.

Were there any letters on the desk?

There were no letters on the desk.

There weren't any letters on the desk.

В будущем неопределенном времени оборот местоимения употребляется следующим образом:

### Future Indefinite

Утвердительные предложения	There will be + существительное в единственном или множественном числе...
Вопросительные предложения	Will there be + существительное ... ?
Отрицательные предложения	There will be no + существительное ...
	There will not (won't) be any + существительное...

There will be lots of people at the reception. На приеме будет много людей.

Will there be many people at the reception?

There won't be many people at the reception.

### § 37. Verb to have (Глагол to have)

Глагол *to have* (*had, had*) многозначен.

1. Он употребляется как смысловой глагол в значении «иметь». В настоящем времени его эквивалентным является глагол *have got*.

I have a car. = I have got a car. У меня есть автомобиль.

2. Вспомогательный глагол *have* употребляется для образования времен групп Perfect и Perfect Continuous.

I have lived in Rostov all my life. Я живу в Ростове всю жизнь.

I have been working for the company for two years. Я работаю в компании 2 года.

3. Модальный глагол *to have to* имеет значение долженствования, необходимости в силу каких-либо обстоятельств. Его эквивалентом является глагол *to have got to*.

Sometimes I have (got) to work on Saturday. Иногда мне приходится работать в субботу.

4. Глагол *to have* входит в состав фразового сказуемого типа *to have breakfast* (завтракать), *to have a swim* (поплавать) и др.

Let's have a walk. Давайте прогуляемся.

### § 38. Modal Verbs (Модальные глаголы)

Модальные глаголы выражают не действия, а отношение к ним: возможность, вероятность, необходимость и т. д.

Они имеют следующие отличительные особенности:

1. У большинства модальных глаголов отсутствуют личные формы (инфинитив, причастие, герундий).

2. Глаголы *must, should, ought to* не имеют форм прошедшего неопределенного времени.

3. Глаголы *can, may, must, should, ought to* не употребляются в будущем простом времени.

4. Большинство модальных глаголов (кроме *have to, have got to*) не имеют окончания *-s* формы третьего лица единственного числа в настоящем неопределенном времени.

5. После глаголов *can, may, must, should, need* с инфинитивом не используется частица неопределенности *to*.

6. После глаголов *ought, have, have got, be* с инфинитивом нужно употреблять частицу *to*.

7. Модальные глаголы являются полувспомогательными, и большинство из них (*can, may, must, shall, should, need*) сами используются для образования вопросов, кратких ответов и отрицаний.

### § 39. Verb can (Глагол can)

Модальный глагол *can* имеет две формы: *can* в настоящем неопределенном времени и *could* в прошедшем неопределенном времени. В будущем неопределенном времени используется выражение *shall / will be able to*. Глагол *can* выражает физическую и умственную способность, умение, возможность, разрешение, просьбу, запрет, сомнение.

I can count well. Я хорошо считаю. (Умственная способность)

You can become a qualified economist. Вы можете стать квалифицированным экономистом. (Возможность)

You can go. Вы можете идти. (Разрешение)

Can / Could you give me a lift / drive? Вы не могли бы меня подвезти? (Просьба)

Could / Can I help you? Могу я Вам помочь? (Предложение)

Can / Could I speak to Mr. Brown? Могу я поговорить с мистером Брауном? (Просьба)

You can't stop here. Здесь нельзя останавливаться. (Запрет)

This cannot be true. Это не может быть правдой. (Сомнение)

Can (Could) it be true? Неужели это правда? (Сомнение)

Примечание. Выражение *to be able* означает «суметь, быть в состоянии».

Anna was able to find his address after a long search. После долгих поисков Анна смогла (ей удалось) найти его адрес.

I am afraid I won't be able to help you. Боюсь, что не смогу вам помочь.

### § 40. Verb may (Глагол may)

Модальный глагол *may* имеет две формы: *may* в настоящем неопределенном времени и *might* в прошедшем неопределенном времени. В других временах вместо него используются глаголы *to be allowed to, to be permitted to*. Глагол *may* имеет следующие значения:

1) возможность:

One may often see him in the reading hall. Его можно часто видеть в читальном зале.

2) запрос разрешения и разрешение:

May I ask you a question? — Yes, of course. Можно задать вам вопрос? — Да, конечно.

You may phone me tonight. Вы можете позвонить мне сегодня вечером.

3) запрет:

You may not use the dictionary. Пользоваться словарем нельзя.

4) ироническая просьба или предложение:

You might look for the document. Ты мог бы поискать документ (сейчас).

5) упрек:

You might have looked for the document. Ты мог бы поискать документ (тогда).

6) предположение:

He may / might be on business now. Возможно, он сейчас в командировке.

Форма *might* выражает большее сомнение.

### § 41. Verb must (Глагол *must*)

Глагол *must* (должен) имеет только одну форму, которая используется в настоящем времени. Для выражения прошедшего времени употребляется форма *had to* (должен был), будущего времени *shall / will have to* (должен буду).

Глагол *must* имеет следующие значения:

1) необходимость:

I'm afraid I must go. Боюсь, я должен идти.

— Must I do it today? Это нужно сделать сегодня?

— Yes, please. Да, пожалуйста.

— No, you needn't. Нет, не нужно.

The director was out. I had to come later. Директора не было. Мне пришлось прийти позже.

Will he have to go to work on Saturday? Ему придется идти на работу в субботу?

2) обязанность:

Children must help their parents. Дети должны помогать родителям.

3) приказ:

You must do it immediately. Вы должны сделать это немедленно.

4) запрет:

You mustn't do this. Этого нельзя делать.

5) предположение:

She must be at work. Должно быть, она на работе.

She must have been at work. Должно быть, она была на работе.

### § 42. Verbs should and ought (Глаголы *should* и *ought*)

Модальные глаголы *should* [ʃʊd], *ought* [ɔ:t] (должен, следует) имеют только одну форму. Они выражают:

1) совет:

You shouldn't do it this way. Вам не следует это так делать.

You ought to do it my way. Вам следует делать это так, как я Вам говорю.

2) упрек:

You should (ought to) have informed us. Вам следовало нас проинформировать.

3) предположение:

Your son should (ought to) make a good economist.

Ваш сын, должно быть, будет хорошим экономистом.

### § 43. Infinitive (Инфинитив)

Инфинитив (неопределенная форма глагола) обычно употребляется с частицей *to*. Это — неличная форма глагола, сочетающая свойства существительного и глагола.

Инфинитив имеет следующие формы:

Форма инфинитива	Непереходный глагол	Переходный глагол	
		Действительный залог	Страдательный залог
Indefinite	to come	to write	to be written
Continuous	to be coming	to be writing	
Perfect	to have come	to have written	to have been written
Perfect Continuous	to have been coming	to have been writing	

Indefinite Infinitive обозначает действие, одновременное с действием, которое выражено глаголом в личной форме, и может относиться к будущему времени. Continuous Infinitive выражает длительное действие, происходящее одновременно с действием, которое обозначено глаголом-сказуемым. Perfect Infinitive передает действие, предшествующее действию, которое выражено личной формой глагола. Perfect Continuous Infinitive обозначает длительное действие, начавшееся раньше действия, которое выражено глаголом в личной форме.

Инфинитив выполняет в предложении функции подлежащего, части модального глагольного сказуемого, предикатива, дополнения, определения, обстоятельства.

To know English is important for a businessman. Для бизнесмена важно знать английский язык. (Подлежащее)

May I come in? Можно войти? (Часть модального глагольного сказуемого)



My aim is *to become* a manager. Моя цель — стать менеджером. (Предикатив)

I like *to go in for* sport. Мне нравится заниматься спортом. (Дополнение)

This is a book *to read* at home. Это книга для чтения дома. (Определение)

I stopped *to talk* to my friend. Я остановился поговорить со своим другом. (Обстоятельство)

#### § 44. The Subjective Infinitive Construction (Субъектный инфинитивный оборот)

Субъектный инфинитивный оборот выполняет в предложении функцию сложного подлежащего, части которого отделяются друг от друга сказуемым. Первая часть субъектного инфинитивного оборота выражается существительным в общем падеже (*the man*) или личным местоимением в именительном падеже (*I, you, he, she, it, we, they*). Вторая часть выражается инфинитивом в различных формах. Обычно оборот переводится на русский язык придаточным дополнительным предложением, начиная со сказуемого.

Следует обратить внимание на типичные способы перевода глаголов-сказуемых в страдательном залоге:

... is known...	известно, что..., как известно...
... is said...	говорят, что..., как говорят...
... is reported...	сообщают, что..., как сообщают...
... is thought...	думают, что..., как думают...
... is believed...	полагают, что..., как полагают...
... is considered...	считают, что..., как считают...
... is supposed...	предполагают, что..., как предполагают...
... is expected...	ожидают, что..., как ожидают...

He is known *to be* a good book-keeper. Известно, что он хороший бухгалтер.

The delegation was reported *to have arrived*. Сообщили, что делегация уже прибыла.

В действительном залоге употребляются следующие глаголы-сказуемые:

... seems...	кажется...
... appears...	кажется...
... happens...	случается...
... proves...	оказывается...
... turns out...	оказывается...
... is likely...	вероятно...
... is unlikely...	вряд ли...
... is sure...	конечно...
... is certain...	наверняка...
... is bound...	обязательно...

My colleagues appeared *to be discussing* a very important problem. Мои коллеги, казалось, обсуждали очень важную проблему.

The experts are sure *to have been working* for a long time. Конечно, эксперты работают уже долго.

#### § 45. Objective-with-the-Infinitive Construction (Объектный инфинитивный оборот)

Объектный инфинитивный оборот употребляется после глагола-сказуемого и состоит из двух частей — существительного в общем падеже (*the student*) или личного местоимения в объектном падеже (*me, you, him, her, it, us, them*) и инфинитива. Оборот выполняет в предложении функцию сложного дополнения.

После следующих глаголов инфинитив употребляется с частицей *to*:

A. to tell (сказать) to order (приказать) to allow (разрешить) to permit (разрешить) to forbid (запретить) to like (любить) to prefer (предпочитать) to want (хотеть) to know (знать) to expect (ожидать)	smb. to do smth. smth. to be done  smb. to do smth. smth. to be done
---	--

The director told *me to come* on Monday. Директор сказал мне прийти в понедельник.

The policeman ordered *him to stop*. Полицейский приказал ему остановиться.

My boss allowed *me to take* a holiday. Начальник разрешил мне взять отпуск.

The manager forbade *the employees to smoke* in the office. Управляющий запретил служащим курить в учреждении.

I'd like *my son to work* for this company. Я хотел бы, чтобы мой сын работал в этой компании.

I prefer *you to stay* at home. Я предпочитаю, чтобы ты остался дома.

He wanted the *machines to be shipped* in time. Он хотел, чтобы машины были отгружены вовремя.

When do you expect *him to come*? Когда вы ожидаете его прихода?

Инфинитив употребляется без частицы *to* после следующих глаголов:

В.	smb. do smth.
to watch (наблюдать)	
to observe (наблюдать)	
to see (видеть)	
to hear (слышать)	
to notice (замечать)	
to feel (чувствовать)	
to let (разрешать)	
to make (заставлять)	
to have (заставлять)	

He saw *the secretary type* the letter. Я видел, что секретарь печатала письмо.

I heard *the workers speak* in the shop. Я слышал, что рабочие разговаривали в цехе.

She felt *him look* at her. Она почувствовала, что он посмотрел на нее.

The manager let *them finish* their work later. Управляющий разрешил им закончить работу позже.

Let *me see*. Дайте мне подумать.

Let *him go*. Пусть он идет. (Отпустите его.)

Let *us* (Let's) *go* to the nearest shop. Давайте пойдем в ближайший магазин.

Let *them do* these exercises. Пусть они сделают эти упражнения.

The owner made *the employees work* overtime. Хозяин заставил служащих работать сверхурочно.

The manager had *the secretary bring* a cup of coffee. Управляющий распорядился, чтобы секретарь принесла чашечку кофе.

Объектный инфинитивный оборот переводится на русский язык как при помощи неопределенной формы глагола, так и придаточным дополнительным предложением.

В *Модели В* после глаголов *to see, to watch, to notice, to hear, to feel* вместо инфинитива может использоваться причастие настоящего времени (Participle I — инфинитив + *ing*). Дополнение с причастием подчеркивает процесс протекания действия.

I saw *the secretary speaking* on the telephone. Я видел, как секретарь разговаривала по телефону.

## § 46. Participle (Причастие)

I. Forms and Functions of Participles (Формы и функции причастия)

Причастие — это неличная форма глагола, имеющая свойства глагола, прилагательного и наречия. Различают Participle I (причастие настоящего времени) и Participle II (причастие прошедшего времени). Английские причастия переводятся на русский язык причастиями, деепричастиями или придаточными предложениями.

A. Participle I (Present Participle) — причастие настоящего времени:

залог	Active Voice	Passive Voice
Переходные глаголы		
Indefinite	sending	being sent
	1. посылающий (-вший)	1. посылаемый
	2. посылая	2. будучи посылаемым

Perfect	having sent послав	having been sent когда (так как) послали
Непереходные глаголы		
Indefinite	coming 1. приходящий (-вший) 2. приходя	—
Perfect	having come придя	—

B. Participle II (Past Participle) — причастие прошедшего времени:

sent 1. отсылаемый, отосланный 2. когда (так как) отослали
--

Present Participle обозначает действие, одновременное с действием, выраженным глаголом в личной форме. Past Participle выражает законченное действие, выполненное по отношению к предмету. Perfect Participle обозначает действие, предшествующее действию, выраженному глаголом в личной форме.

Причастие выполняет в предложении следующие функции:

1) определения:

I gave our customer some *illustrated catalogues*. Я дал заказчику несколько иллюстрированных каталогов.

Here is a list of the goods *sold*. Вот список проданных товаров.

2) части простого глагольного сказуемого, выраженного временами групп Continuous, Perfect и страдательным залогом:

We are *discussing* the terms of payment. Мы обсуждаем условия оплаты.

The contract was *signed* yesterday. Контракт был подписан вчера.

3) предикатива:

A page is *missing* from the copybook. В тетради не хватает страницы.

4) обстоятельства:

*Being busy* he forgot about dinner. Он забыл об обеде, так как был занят.

5) части сложного дополнения:

I saw the manager *talking* to workers. Я видел, как менеджер разговаривал с рабочими.

II. Dependent Participial Construction (Зависимый причастный оборот)

Зависимый причастный оборот — это причастие с зависимыми словами, относящееся к одному из членов предложения.

We received a fax *sent by our customer*. Мы получили факс, отправленный нашим заказчиком.

*Knowing French well*, he often went on business to France. Хорошо зная французский язык, он часто ездил в командировки во Францию.

III. Absolute Participial Construction (Самостоятельный причастный оборот)

Самостоятельный причастный оборот имеет свое собственное подлежащее, выраженное существительным в общем падеже, и сказуемое, выраженное причастием. Он не зависит от членов главного предложения. Обычно этот оборот отделяется от главного предложения запятой.

Самостоятельный причастный оборот, стоящий в начале предложения, обычно переводится на русский язык обстоятельством придаточным предложением с одним из следующих союзов: *так как, поскольку, ввиду того что, после того как, когда*.

*The weather being cold*, they stayed at home. Так как погода была холодная, они остались дома.

Самостоятельный причастный оборот, стоящий в конце предложения, переводится на русский язык предложением, которое присоединяется бессоюзно или вводится одним из следующих союзов: *причем, в то время как, и, а*.

John lived and worked in London, *(with) his family still staying in Brighton*. Джон жил и работал в Лондоне, а его семья все еще оставалась в Брайтоне.

### § 47. Gerund (Герундий)

Герундий — величая форма глагола, имеющая свойства глагола и существительного. Поэтому на русский язык он переводится существительным или глаголом.

Герундий имеет следующие формы:

Формы герундия	Непереходные глаголы	Переходные глаголы	
	Active Voice	Active Voice	Passive Voice
Simple Gerund	coming	washing	being washed
Perfect Gerund	having come	having washed	having been washed

Simple Gerund означает действие, одновременное с действием, выраженным глаголом-сказуемым.

She is fond of knitting. Она любит вязать. / Она любит вязание.

Perfect Gerund выражает действие, предшествующее действию, выраженному глаголом-сказуемым.

We thanked him for having sent us the catalogues.

Мы поблагодарили их за то, что они прислали нам каталоги.

Passive Gerund (Simple и Perfect) означает действия, осуществляемые над лицом или предметом.

We insist on being informed in time. Мы настаиваем, чтобы нас вовремя информировали.

В отличие от существительного, герундий не имеет формы множественного числа, не употребляется с артиклем, после него не используется с дополнением предлог *of*.

Герундий выполняет в предложении следующие функции:

1) подлежащего:

Reading is useful. Чтение полезно. / Читать полезно.

2) предикатива:

Our task is *doing* market research. Наша задача — провести исследование рынка.

3) дополнения:

The movie is worth *seeing*. Фильм стоит посмотреть.

4) определения:

They worked out a plan of *improving* working conditions. Они разработали план улучшения условий труда.

5) обстоятельства:

The customer left without *saying* a word. Посетитель ушел, не сказав ни слова.

### § 48. Subjunctive Mood in Subordinate Clauses after the Verb wish

(Сослагательное наклонение в придаточных предложениях после глагола *wish*)

Сослагательное наклонение выражает предполагаемые, возможные или желательные действия.

#### Subjunctive I

Формы Subjunctive I выражаются глаголами в прошедшем неопределенном времени и относятся к настоящему и будущему.

Возможны три варианта перевода предложений, в состав которых входят глагол *wish* и придаточное дополнительное предложение в Subjunctive I.

I wish the chief were not busy tomorrow.

Как бы я хотел, чтобы начальник завтра не был занят.

Мне хотелось бы, чтобы начальник не был занят завтра.

Жаль, что начальник будет завтра занят.

#### Subjunctive II

Формы Subjunctive II выражаются глаголами в прошедшем совершенном времени и относятся к прошлому.

Существуют три варианта перевода предложений, в состав которых входят глагол *wish* и придаточное дополнительное предложение в Subjunctive II.

I wish he had studied management at university.

Как жаль, что он не изучал менеджмент в университете.

Мне очень хотелось бы, чтобы он изучал менеджмент в университете.

Как бы я хотел, чтобы он изучал менеджмент в университете.



### § 49. Conditional Mood (Условное наклонение)

Условное наклонение обозначает действия, совершенные которых зависит от каких-либо условий (выраженных или подразумеваемых).

Обусловленные действия в настоящем или будущем времени выражаются следующими формами:

I, we	should	+V <sub>1</sub>
I, we, you, he, she, it, they	would	+V <sub>1</sub>

He would know what to say. Он бы знал, что сказать.

The director wouldn't like it. Директору бы это не понравилось.

Конструкция *I wish smb would do smth* означает, что говорящий не доволен сложившейся ситуацией и хочет, чтобы кто-либо изменил ее.

I wish someone would serve the customer. He has been waiting for about five minutes.

Я бы хотел, чтобы кто-нибудь обслужил покупателя. Он ждет уже минут пять.

Обусловленные действия в прошедшем времени имеют следующие формы:

I, we	should + have	+ V <sub>3</sub>
I, we, you, he, she, it, they	would + have	+ V <sub>3</sub>

I should have known what to do. Я бы (тогда) знал, что делать.

You wouldn't have helped me. Вы не помогли бы мне (тогда).

В настоящее время глагол *would* используется со всеми лицами.

I would like to speak to Mr. Brown. Мне хотелось бы поговорить с мистером Брауном.

В разговорной речи употребляется сокращенная форма *'d* + инфинитив.

She'd be glad to see you. Она была бы рада Вас видеть.

## VOCABULARY

### A

a.m. ['eɪ em] = ante meridiem ['æntɪmə'ridiəm] *adv* до полудня

ability [ə'bɪlɪti] способность, умение; *pl* способности, талант, дарование

abroad [ə'brɔ:d] *adv* за границей, за границу

absent-minded [æbsənt'maɪndɪd] *a* рассеянный

accomplish [ə'kɒmplɪʃ] *v* исполнять, выполнять, завершать

accomplishment [ə'kɒmplɪʃmənt] *n* достижение; *pl* достоинства, совершенства

accord with [ə'kɔ:d] *v* согласовываться с, соответствовать (чему-л.)

accounting records [ə'kaʊntɪŋ'rekɔ:dz] бухгалтерские счета

accounting reports [rɪ'pɔ:ts] бухгалтерские отчеты

accounts department [ə'kaʊnts dɪ'pɑ:tmənt] отдел расчетов, отдел финансовых отчетов

achievement [ə'ʃi:vmənt] *n* достижение

acknowledged [ək'nɒlɪdʒd] *a* признанный

acquire [ə'kwɪə] *v* приобретать, получать; купить

acquisition [ækwi'zɪʃən] *n* приобретение

action ['ækʃən] *n* действие, поступок

actually ['æktʃuəli] *adv* фактически, в действительности, на самом деле

administrator [əd'mɪnɪstreɪtə] *n* директор, администратор

admit [əd'mɪt] *v* признавать

advertise ['ædvətaɪz] *v* рекламировать

advertisement [əd'vɜ:tɪsmənt] *n* объявление, реклама

advertising ['ædvətaɪzɪŋ] *n* реклама, рекламирование

aerobics [eə'reʊbɪks] *n* аэробика

age [eɪdʒ] *n* возраст

ahead [ə'hed] *adv* вперед

alcohol ['ælkəhɒl]

alliance [ə'laɪəns] *n* союз, объединение, слияние, интеграция

- alone [ə'laʊn] *a* один, одинокий  
 alternative [ɔ:l'tɜ:nə'tiv] *a* взаимоисключающий, альтернативный  
 ambitious [æm'biʃəs] *a* честолюбивый  
 amp [æmp] – amplifier ['æmplifaɪə] *n* усилитель  
 analyst ['ænəlist] *n* аналитик  
 anger ['æŋgə] *n* гнев, ярость  
 angry ['æŋɡri] *a* сердитый, раздраженный  
 animated cartoon ['ænimetɪd ka:'tu:n] мультипликационный фильм  
 annual ['ænjʊəl] *a* ежегодный, годовой  
 anonymous [ə'nɒnɪməs] *a* анонимный  
 appear [ə'piə] *v* появляться  
 appliance [ə'plaɪəns] прибор  
 application [æpli'keɪʃən] *n* применение; приложение, прикладная программа  
 apply to [ə'plai] *v* обращаться к  
 appointment [ə'pɔɪntmənt] *n* назначение  
 appraise [ə'preɪz] *v* оценивать  
 approach to [ə'prəʊtʃ] *n* подход к  
 archbishop [ɑ:'bɪʃəp] *n* архиепископ  
 area ['ɛəriə] *n* область  
 arise (arose, arisen) [ə'raɪz, ə'raʊz, ə'pɪzn] *v* возникать, появляться  
 as a whole [həʊl] *v* в целом  
 assembly line [ə'sembli laɪn] сборочная линия, конвейер  
 assertive [ə'sɜ:tɪv] *a* презмерно настойчивый, самоуверенный, напористый  
 assess [ə'ses] *v* оценивать  
 assessment [ə'sesmənt] *n* оценка  
 assets ['æsets] *n* имущество, активы, фонды  
 atmosphere ['ætməsfɪə] *n* атмосфера  
 attentive concern [ə'tentɪv kən'sɜ:n] внимательное отношение  
 attitude ['ætɪtju:d] *n* отношение  
 attorney [ə'tɜ:nɪ] *n* поверенный  
 authority [ɔ:'θɒrɪti] *n* власть, полномочие, авторитет, авторитетный специалист  
 avionics [eɪvɪ'ɒnɪks] *n* авиационная радиоэлектроника; авиационное электрооборудование

- avoid [ə'vɔɪd] *n* избегать  
 award [ə'wɔ:d] *n* награда; *v* награждать

## В

- bachelor's degree ['bætʃələz dɪ'ɡri:] степень бакалавра  
 back-room *n* секретная лаборатория; секретное конструкторское бюро  
 balloon [bə'lu:n] *n* воздушный шар; мыльный пузырь  
 band [bænd] *n* оркестр, музыкальная группа  
 bank clerks [klɜ:kz] служащие банка  
 beforehand [br'fɔ:hænd] *adv* заранее, заблаговременно  
 behaviour [br'heɪvɪə] *n* поведение  
 belief [br'li:f] *n* вера, убеждение, верование, религия  
 believe [br'li:v] *v* верить, полагать  
 belong to [br'lɒŋ] *v* принадлежать, быть частью  
 belonging [br'lɒŋɪŋ] *n* связь, общность, сплоченность  
 bitterly ['bɪtəli] *adv* горько, с горечью  
 bossy ['bɒsi] *a* любящий командовать  
 brainstorm ['breɪnstɔ:m] *n* «мозговая атака», коллективное обсуждение проблем; *v* проводить коллективное обсуждение  
 brake [breɪk] *n* тормоз; *v* тормозить  
 branch [brɑ:nʃ] *n* отрасль, ветвь, филиал  
 brand [brænd] *n* фабричная марка, фабричное клеймо  
 brick [brɪk] кирпич  
 briefcase ['brɪfkeɪs] *n* портфель  
 bright [braɪt] *a* способный, сообразительный, смелый  
 bring in return ['brɪŋ rɪ'tɜ:n] приносить прибыль  
 brisk [brɪsk] *a* живой, оживленный; проворный  
 buck [bʌk] *v* противиться, выступать против  
 bulb [bʌlb] *n* лампочка  
 bully ['bulɪ] *n* громила, задира  
 bureaucrat ['bjʊəkrə(t)kræt] *n* бюрократ  
 business machines ['bɪznɪs mə'ʃi:nz] оргтехника  
 businesslike ['bɪznɪsləɪk] *a* деловой, деловитый, практичный  
 but for если бы не

## С

- cabinet ['kæbɪnɪt] *n* корпус  
 cage [keɪdʒ] *n* клетка; *v* сажать в клетку

call for [kɔ:l] *v* требовать  
 call on [kɔ:l] *v* обращаться  
 calm [kɑ:m] *a* спокойный  
 candle ['kændl] *n* свеча  
 capable ['keɪpəbl] *a* способный, одаренный  
 carefully ['keəfəli] *adv* осторожно, осмотрительно; тща-  
 тельно, внимательно  
 cashier [kæ'ʃɪə] *n* кассир  
 cast (cast) [kɑ:st] *v* отливать  
 casual clothes ['kæʒuəl 'klaʊdʒ] повседневная одежда  
 catering ['keitərɪŋ] поставка продуктов  
 cause [kɔ:z] *n* дело  
 cell [sel] phone сотовый телефон  
 cement [si'ment] *n* цемент  
 chair [tʃeə] *n* кафедра  
 chair *v* председательствовать  
 challenge ['tʃælɪndʒ] *n* вызов, проба сил  
 chancellor ['tʃɑ:nsələ] *n* ректор  
 characterize ['kærəktəraɪz] *v* характеризовать  
 charisma [kə'rizmə] *n* харизма, притягательная сила, обаяние  
 charity ['tʃærɪti] *n* благотворительность; благотворитель-  
 ная организация  
 cheat [tʃi:t] *v* мошенничать, обманывать  
 check [tʃek] *v* проверять  
 checking ['tʃekɪŋ] *n* проверка  
 cheerful ['tʃiəfəl] *a* веселый, бодрый  
 chief accountant ['tʃi:f ə'kaʊntənt] главный бухгалтер  
 choleric ['kɒlərɪk] *a* холерический, раздражительный,  
 вспыльчивый  
 circumstances ['sɜ:kəmstənsɪz] *n* обстоятельства  
 civil engineering ['sɪvəl ˌendʒɪ'nɪərɪŋ] гражданское строи-  
 тельство  
 clam [kləm] *n* съедобный морской моллюск; *разг.* скрыт-  
 ный необщительный человек  
 classical ['klæsɪkəl] *a* классический  
 clever ['klevə] *a* умный  
 clipboard ['klɪpbo:rd] *n* пюпитр (в виде дощечки с зажимом)  
 close [klaʊs] *a* близкий

close relatives ['klaʊs 'relatɪvz] близкие родственники  
 closely ['klaʊslɪ] *adv* тесно, близко  
 cloth [kloθ] *n* ткань  
 cockpit ['kɒkprɪt] *n* кабина пилота  
 coin [kɔɪn] *v* создавать новые слова, выражения  
 collaborate [kə'læbəreɪt] *v* сотрудничать  
 collaboration [kə'læbə'reɪʃən] *n* сотрудничество  
 colleague ['kɒli:g] *n* коллега, сослуживец  
 combine-harvesters уборочные комбайны  
 common ['kɒmən] *a* обыкновенный; обычный; простой  
 commonly ['kɒmənli] *adv* обычно, обыкновенно  
 communicate [kə'mju:nɪkeɪt] *v* сообщать, передавать; об-  
 щаться  
 compassion [kəm'pæʃən] *n* жалость  
 compete [kəm'pi:t] *v* соревноваться; конкурировать, сопер-  
 ничать  
 competition [kəm'pi:tɪʃən] *n* соревнование; конкуренция,  
 соперничество  
 competitive [kəm'petɪtɪv] *a* соперничающий; конкурентный;  
 конкурирующий; конкурсный; конкурентоспособный  
 competitiveness [kəm'petɪtɪvnɪs] *n* конкурентоспособность  
 competitor [kəm'petɪtə] *n* соперник, конкурент  
 complaint [kəm'pleɪnt] *n* жалоба  
 complement ['kɒmplɪment] *v* говорить приятное  
 complete [kəm'pli:t] *v* завершать; *a* полный  
 compressed spring [kəm'prest 'sprɪŋ] сжатая пружина  
 computer aided design [kəm'pjʊ:tə 'eɪdɪd dɪ'zain] автомати-  
 зированное проектирование  
 conceited [kən'si:tɪd] *a* самодовольный, тщеславный  
 concern [kən'sɜ:n] *n* забота; отношение; *v* касаться; забо-  
 тить, интересоваться  
 concrete ['kɒnkri:t] *n* бетон  
 condition [kən'dɪʃən] *n* условие  
 connect [kə'nekt] *v* связывать  
 connections [kə'nekʃənz] *n* связи  
 conscientious [kənʃi'enʃəs] *a* добросовестный  
 consider [kən'sɪdə] *v* рассматривать, обсуждать; полагать,  
 считать

considerate [kən'sidərit] *a* внимательный, тактичный, деликатный  
 consist (of) [kən'sist] *v* состоять (из)  
 construction [kən'strʌkʃn] *n* строительство  
 consulting [kən'saltɪŋ] *a* консультирующий; *n* консультирование  
 consumption [kən'sʌmpʃən] *n* потребление  
 contact ['kɒntækt] *n* связь; *pl* связи, отношения, знакомства; лицо, с которым имеются (деловые) связи;  
 contact [kən'tækt] *v* устанавливать связь (по телефону); связаться; *амер.* устанавливать деловые связи; завести связи, знакомства в обществе  
 contemptuous [kən'tem(p)tjuəs] *a* презрительный, высокомерный  
 contingency [kən'tɪndʒənsi] *n* вероятность, возможность; случай, случайность  
 contingency firm фирма, занимающаяся поиском возможных кандидатов по заданию клиента  
 contradict [kɒntrə'dɪkt] *v* противоречить  
 contribute (to) [kən'trɪbjʊt] *v* способствовать чему-л., делать вклад в  
 contribution (to) [kɒntrɪ'bju:ʃən] *n* вклад в  
 convince [kən'vɪns] *v* убедить, уверить; заставить осознать (ошибку)  
 cope [kəʊp] (with) *v* справиться с  
 count [kaʊnt] *v* считать; иметь значение  
 counter ['kaʊntə] *n* прилавок, стойка (в баре)  
 courteous ['kɜ:tiəs] *a* вежливый, учтивый  
 covering ['kʌvərɪŋ] *n* обложка, покрытие  
 craftsmanship ['krɑ:ftsmənʃɪp] *n* мастерство  
 create [kri:'eɪt] *v* создавать  
 creation [kri:'eɪʃən] *n* создание  
 creative [kri:'eɪtɪv] *a* творческий  
 creative department отдел творческих разработок  
 creative thinking [kri:'eɪtɪv 'θɪŋkɪŋ] творческое мышление  
 creativity [kri:'eɪtɪvɪti] *n* творческая сила, творческие способности; способность созидать  
 cross [kros] *a* сердитый, злой

crushed stone ['krʌʃt 'stəʊn] щебень  
 cure [kjʊə] *n* лечение, *v* лечить  
 curriculum vitae [kə'ɪkjʊləm 'vɪtaɪ] *лат.* краткое жизнеописание, биография  
 cutback ['kʌtbæk] *n* уменьшение, сокращение, понижение  
 cutter-loaders врубово-погрузочные машины  
 cynical ['sɪnikəl] *a* циничный

## D

dairy products ['deəri 'prɒdʌkts] молочные продукты  
 deadline предельный конечный срок  
 deal (dealt, dealt) with [di:l, delt] *v* иметь дело с, быть связанным с; ведать чем-л.  
 dean [di:n] *n* декан  
 deceive [di'si:v] *v* обманывать  
 decisive [di'saɪsɪv] *a* решительный  
 delay [di'leɪ] *n* отсрочка, *v* откладывать  
 demand and supply [dɪ'ma:nd and sə'plaɪ] спрос и предложение  
 demanding [dɪ'ma:ndɪŋ] *a* требовательный  
 democratic [demə'krætɪk] *a* демократический  
 demotion [di'məʊʃən] *n* понижение в должности  
 derivative [di'rɪvətɪv] *n* производное слово  
 derive [di'raɪv] *v* получать; происходить  
 design [di'zeɪn] *v* предназначать; проектировать  
 design office [di'zeɪn 'ɒfɪs] проектная контора  
 destroy [dis'trɔɪ] *v* разрушать, разбивать; ломать, портить  
 destroyer [dis'trɔɪə] *n* разрушитель  
 detergent [di'tɜ:dʒənt] *n* моющее средство  
 determine [dɪ'tɜ:mɪn] *v* определять  
 develop [dɪ'veləp] *v* развивать; разрабатывать  
 device [di'vaɪs] *n* приспособление, устройство  
 devote [di'veʊt] посвящать  
 devoted (to) [di'veʊtɪd] *a* преданный (чему-л.); посвященный (чему-л.)  
 devotion (to) [di'veʊʃən] *n* преданность (чему-л.)  
 diet ['daɪət] *n* диета; *a* диетический  
 dilemma [dɪ'lemə] *n* дилемма, необходимость выбора



diligence [ˈdɪlɪdʒəns] *n* усердие, трудолюбие  
 diligent [ˈdɪlɪdʒənt] *a* прилежный, усердный  
 direct [dɪˈrekt] *v* управлять, руководить  
 direction [dɪˈrekʃən] *n* управление, руководство; область, направление; линия  
 disagree [ˌdɪsəˈɡriː] *v* не соглашаться  
 discontent [ˌdɪskənˈtent] *a* недовольный  
 discourage [ˌdɪsˈkʌrɪdʒ] *v* не поощрять, мешать, препятствовать  
 discourtesy [ˌdɪsˈkɜːtsi] грубость, невежливость  
 discover [ˌdɪsˈkʌvə] *v* открывать  
 discovery [ˌdɪsˈkʌvəri] *n* открытие  
 dishonest [ˌdɪsˈɒnɪst] *a* нечестный  
 dismiss [ˌdɪsˈmɪs] *v* увольнять  
 divorce [dɪˈvɔːs] *n* развод; *v* разводиться  
 divorce rate(s) [dɪˈvɔːs ˈreɪt(s)] процент разводов  
 doctor's degree [ˈdɒktəz dɪˈɡriː] степень доктора  
 doomsday [ˈduːmzdeɪ] *n* судный день; конец света  
 downturn [ˈdaʊntɜːn] *n* (экономический) спад, спад деловой активности  
 drawback [ˈdrɔːbæk] *n* недостаток  
 drawing-pins [ˈdrɔːprɪnz] *n* канцелярские кнопки  
 drum [drʌm] *n* барабан, *pl* ударные; *v* барабанить, исполнять на ударных  
 drummer [ˈdrʌmə] *n* барабанщик  
 dry [draɪ] *a* сухой  
 due to [ˈdjuː tə] вследствие, благодаря  
 duties [ˈdjuːtiz] *n* должностные обязанности  
 dynamite [ˈdaɪnaɪt] *n* динамит

## E

earn [ɜːn] *v* зарабатывать; заслуживать  
 effective [ɪˈfektɪv] *a* эффективный, успешный  
 efficient [ɪˈfɪʃənt] *a* квалифицированный, умелый  
 effort [ˈefət] *n* усиление, напряжение  
 ego [ˈegəʊ] *n* я (сам); *шутл.* собственная persona  
 elect [ɪˈlekt] *v* избирать  
 electronic devices электронные приборы

e-mail [ˈiːmeɪl] = electronic mail [ˌdekˈtrɒnɪk ˈmeɪl] электронная почта; сообщение, переданное по электронной почте  
 emperor [ˈempeərə] *n* император  
 employment agency бюро по трудоустройству  
 empower [ɪmˈpaʊə] *v* уполномочивать; давать возможность, право  
 encourage [ɪnˈkʌrɪdʒ] *v* поощрять  
 endowment [ɪnˈdaʊmənt] *n* вклад, дар, пожертвование  
 engine [ˈendʒɪn] *n* двигатель  
 engineering section [ˈsekʃən] механический отдел, технический отдел  
 enrollment [ɪnˈrɒlmənt] *n* набор, количество (принятых студентов)  
 enterprise [ˈentəpraɪz] *n* предприятие  
 enterprising [ˈentəpraɪzɪŋ] *a* предприимчивый, инициативный  
 entertainment [ˌentəˈtemmənt] *n* развлечение  
 entrepreneur [ˌɒntreˈprɜːnɜː] *n* фр. предприниматель  
 entrepreneurial [ˌɒntreˈprɜːnɜːrɪəl] *a* предпринимательский  
 environment [ɪnˈvaɪənmənt] *n* окружающая обстановка  
 equal [ˈiːkwəl] *a* равный; *v* равняться  
 equality [ɪˈkwɒlɪti] *n* равенство  
 error [ˈerə] *n* ошибка  
 essential [ɪˈsenʃəl] *a* существенный, существенно важный; необходимый  
 establish [ɪsˈtæblɪʃ] *v* основывать, учреждать  
 etc. = et cetera [ɪt ˈset(ə)rə] *лат.* и так далее  
 evaluate [ɪˈvæljuːeɪt] *v* оценивать  
 evaluation [ɪˈvæljuːeɪʃən] *n* оценка  
 exact science [ɪɡˈzækt ˈsaɪəns] точная наука  
 exaggerate [ɪɡˈzædʒəreɪt] *v* преувеличивать  
 excellent [ˈeksələnt] *a* отличный  
 exchange [ɪksˈtʃeɪndʒ] *n* обмен; *v* обмениваться  
 exclude [ɪksˈkluːd] *v* исключать  
 execution [ˌeksɪˈkjuːʃən] *n* выполнение, исполнение  
 executive [ɪɡˈzekjʊtɪv] *n* руководитель, администратор, руководящий работник; *a* исполнительный, организаторский

executive director [ig'zekju:lv di'rektə] директор-распорядитель  
 exhibit [ig'zibit] *n* экспонат; выставка; показ; *v* выставить  
 expand [iks'pænd] *v* расширять  
 expect [iks'pekt] *v* ожидать  
 expenditure(s) [ik'spenditʃə(z)] *n* расходы  
 expenses [iks'pensiz] *n pl* расходы  
 expertise [eksprɜ:'ti:z] *n* специальные знания  
 explain [iks'plein] *v* объяснять  
 explorer [iks'plɔ:rə] *n* исследователь; *E.* проводник  
 explosive [iks'pləusiv] *n* взрывчатое вещество  
 express [iks'pres] *v* выражать  
 extra-mural ['ekstrə'mjuərl] *a* заочный или вечерний (о факультете)

## F

fabric ['fæbrɪk] *n* ткань  
 face [feɪs] *n* престиж, репутация, достоинство  
 face [feɪs] *v* стоять перед; смело смотреть в лицо  
 facilities [fə'sɪlɪtiz] *n* оборудование; средства, устройства; сооружения  
 fair [feə] *a* посредственный  
 faith [feɪθ] *n* вера, доверие  
 fall behind [fɔ:l bihaɪnd] *phr v* отставать  
 far-sighted [fə:'saɪtɪd] *a* дальновидный  
 fashion ['fæʃən] *n* мода  
 fashion show ['fæʃən 'ʃəʊ] демонстрация мод  
 fashionable ['fæʃənəbl] *a* модный  
 fast food ['fɑ:st 'fu:d] еда, которую можно перехватить на скорую руку (гамбургеры, сосиски и т.д.)  
 fault [fɔ:lt] *n* недостаток, дефект  
 fault-finder ['fɔ:lt 'faɪndə] *n* придирчивый человек, придира  
 favourable ['feɪvərəbl] *a* благоприятный  
 fax machine ['fæks mə'ʃɪn] факс  
 feasibility [fɪzə'bɪlɪti] *n* выполнимость; возможность  
 feature film ['fi:tʃə 'fɪlm] художественный фильм  
 feedback ['fi:dbæk] *n* обратная связь  
 fellow worker ['feləu 'wɜ:kə] сослуживец, товарищ по работе  
 felt-tip pen [felt'tɪp 'pen] фломастер

female ['fi:meɪl] *n* женщина; *a* женского пола, женский  
 film clips отрывки из фильмов  
 finance [faɪ'pæns] *n* финансы  
 financier [faɪ'nænsiə] *n* финансист  
 find oneself ['faɪnd wʌn'self] оказаться, очутиться  
 finishing ['fɪnɪʃɪŋ] *n* отделка, чистовая обработка  
 fire ['faɪə] *v* увольнять  
 firing ['faɪərɪŋ] *n* увольнение  
 firm ['fɜ:m] *a* твердый  
 fit [fɪt] *a* пригодный, подходящий; здоровый; *v* соответствовать, подходить  
 fitness ['fɪtnɪs] *n* здоровье, хорошая физическая форма  
 fixed idea навязчивая идея  
 flipchart ['flɪpʃɑ:t] плакаты, скрепленные на верхнем конце рейкой  
 flour ['flaʊə] мука  
 follow ['fɒləʊ] *v* следовать  
 follower ['fɒləʊə] *n* последователь, сторонник  
 footwear ['fʊtweə] обувь  
 industry промышленность  
 foresee (foresaw, foreseen) [fɔ:'si:, fɔ:'sɔ:, fɔ:'sɪ:n] *v* предвидеть  
 formulate a new law ['fɔ:mjuleɪt... 'lɔ:] формулировать новый закон  
 forth [fɔ:θ] *adv* вперед  
 fortress ['fɔ:trɪs] *n* крепость  
 fortunate ['fɔ:ʃənt] *a* счастливый, удачный, удачливый  
 forwarding agents экспедиторы  
 found [faʊnd] *v* основывать  
 foundation [faʊn'deɪʃən] *n* основание, основа, база  
 framework ['freɪmwɜ:k] *n* рамки  
 fries [fraɪz] *n* картофель фри  
 further ['fɜ:ðə] *a* дальнейший

## G

gadget [gædʒɪt] *n* разг. (новое) приспособление или устройство; техническая новинка  
 generation [dʒenə'reɪʃən] *n* поколение  
 genius ['dʒi:njəs] *n* одаренность; гениальность; гений, гениальный человек  
 get to know ['get ... 'nəʊ] узнавать

gift [gift] *n* дар  
 gifted ['giftɪd] *a* одаренный  
 global ['glɔːbəl] *a* мировой, всемирный  
 globe [glɔːb] *n* шар, земной шар  
 glue stick ['gluː stɪk] клей  
 goal [ɡəʊl] *n* цель  
 gold-rush ['ɡəʊldrʊʃ] золотая лихорадка  
 goods [ɡʊdz] *n* товар(ы)  
 goods show [ɡʊdz 'ʃəʊ] товарная выставка  
 governor ['ɡʌvənə] *n* правитель, губернатор  
 graduate ['ɡrædʒuət] *n* выпускник (какого-л. учебного заведения)  
 graduate from ['ɡrædʒuənt] *v* окончить  
 graduation [ˌɡrædʒu'eɪʃən] *n* окончание курса (в учебном заведении)  
 growth [ɡrəʊθ] *n* рост, развитие  
 guarantee [ˌɡærən'tiː] *n* гарантия; *v* гарантировать  
 guide to correct behaviour ['ɡaɪd...kə'rekt bɪ'heɪvɪə] руководство по культуре поведения  
 guitar [ɡɪ'tɑː] *n* гитара  
 gymnastics [dʒɪm'næstɪks] *n* гимнастика

## Н

hamburger ['hæmbɜːɡə] *n* гамбургер  
 handle ['hændl] *v* обращаться, обходиться  
 handle people ['hændl] обращаться с людьми  
 handling ['hændlɪŋ] *n* обхождение, обращение  
 hate [heɪt] *v* ненавидеть  
 haughty ['hɔːti] *a* надменный, высокомерный  
 hazardous [hæzədəs] *a* опасный  
 headquarters ['hed kwɔːtəz] *n* главное управление, штаб-квартира  
 health [helθ] *n* здоровье  
 hesitate ['hezɪteɪt] *v* колебаться  
 hierarchy ['haɪəɹɔːki] *n* иерархия  
 high-ranking [haɪ'ræŋkɪŋ] *a* высокопоставленный  
 hire ['haɪə] *v* нанимать  
 hiring ['haɪərɪŋ] *n* наем  
 hole punch ['həʊlɒntʃ] дырокол

honest ['ɒnɪst] *a* честный  
 honestly ['ɒnɪstli] *adv* честно  
 host [hɔːst] *n* множество  
 hot-tempered [hɒt 'tempəd] *a* вспыльчивый, горячий  
 household ['haʊshəʊld] *a* домашний, бытовой  
 housekeeping ['haʊskiːpɪŋ] *n* домашнее хозяйство, домо-водство; административно-хозяйственная работа  
 hunt [hʌnt] *v* охотиться  
 hurt (hurt, hurt) [hɜːt] *v* обижать

## I

ill-mannered [ɪl'mænəd] *a* невоспитанный, грубый  
 imagination [ɪ'mædʒɪ'neɪʃən] *n* творческое воображение  
 imaginative [ɪ'mædʒənəɪv] *a* одаренный богатым воображением, обладающий творческим воображением  
 impatient [ɪm'peɪʃənt] *a* нетерпеливый  
 imply [ɪm'plaɪ] *v* значить, подразумевать  
 impress [ɪm'pres] *v* производить впечатление  
 impression [ɪm'preʃən] *n* впечатление  
 improve [ɪm'pruːv] *v* улучшать  
 in order to ['ɔːdə] для того, чтобы  
 in spite of [spat] несмотря на  
 inadequate [ɪn'ædɪkwɪt] *a* не соответствующий чему-л., не отвечающий требованиям  
 inbetween [ɪnbɪ'twiːn] *n* посредник; промежуток; промежуточное звено между одним и вторым  
 incentive [ɪn'sentɪv] *n* стимул, побуждение  
 including [ɪn'kluːdɪŋ] *prep* включая  
 income ['ɪnkəm] *n* доход  
 incorporate [ɪn'kɔːpəreɪt] *v* включать, вводить (в состав); соединять(ся), объединяться  
 incorporation [ɪn kɔːpə'reɪʃən] *n* корпорация, объединение  
 independently [ɪndɪ'pendəntli] *adv* независимо, самостоятельно  
 industrious [ɪn'dʌstriəs] *a* работоспособный, трудолюбивый  
 influence ['ɪnfluəns] *n* влияние; *v* влиять  
 ingredient [ɪn'ɡrɪdʒənt] *n* составная часть, ингредиент  
 innovate ['ɪnə(v)veɪt] *v* вводить новшество  
 innovation [ɪnə(v)'veɪʃən] *n* нововведение, новшество

- inspire [in'spaɪə] *v* вдохновлять, воодушевлять, стимулировать  
 instant ['ɪnstənt] *a* мгновенный, немедленный  
 insult [in'salt] *v* оскорблять  
 integral part of ['ɪntɪgrəl 'pɑ:t] неотъемлемая часть чего-л.  
 intelligent [in'telɪdʒənt] *a* умный  
 interfere with [ɪn'tə'fɪə] *v* мешать (чему-л.)  
 interference [ɪn'tə'fɪərəns] *n* вмешательство; помеха, препятствие  
 international law [ɪntə'næʃənl 'lɔ:] международное право  
 interpret [ɪn'tɜ:pri] *v* переводить (устно)  
 interpretation [ɪn'tɜ:pri'teɪʃən] *n* перевод (устный)  
 interpreter [ɪn'tɜ:pri:tə] *n* (устный) переводчик  
 interrupt [ɪn'tə'rapt] *v* прерывать  
 interview ['ɪntəvjʊ] *n* собеседование; *v* проводить собеседование  
 interviewee [ɪntəvjʊ:'i:] *n* проходящий собеседование  
 interviewer ['ɪntəvjʊ:ə] *n* проводящий собеседование  
 introduce [ɪn'trə'dju:s] *v* вводить; представлять  
 invent [ɪn'vent] изобретать  
 invest [ɪn'vest] *v* помещать, вкладывать (деньги)  
 investigate [ɪn'vestɪɡeɪn] *v* расследовать, исследовать  
 investment [ɪn'vestmənt] *n* (капитало)вложение  
 invitation [ɪnvi'teɪʃən] *n* приглашение  
 invite [ɪn'vaɪt] *v* приглашать  
 involve [ɪn'vɒlv] *v* включать в себя; заключать, содержать; подразумевать  
 iron ['aɪən] *n* железо; *a* железный  
 irritable ['ɪrɪtəbl] *a* раздражительный  
 issue ['ɪʃju:] *n* (спорный) вопрос

## J

- jazz [dʒæz] *n* джаз  
 jogging ['dʒɒɡɪŋ] *n* бег разминочным темпом  
 join ['dʒɔɪn] *v* вступать; присоединяться  
 joint ['dʒɔɪnt] *a* общий, совместный, соединенный  
 joint venture [dʒɔɪnt'ventʃə] совместное предприятие  
 joyful ['dʒɔɪfʊl] *a* полный радости, счастливый

- justification [dʒʌstɪfɪ'keɪʃən] *n* обоснование  
 justly ['dʒʌstli] *adv* справедливо

## K

- key [ki:] *n* ключ, ключевая позиция, верный путь; *a* главный, ведущий  
 kind [kaɪnd] *a* добрый  
 knitwear ['nɪtwɛə] трикотаж

## L

- labour law ['leɪbə 'lɔ:] трудовое право  
 lag behind ['læɡ bɪ'hænd] *phr v* отставать  
 landlord ['lændlə:d] *n* помещик  
 launch ['lɔ:ntʃ] *v* начинать (выпускать)  
 laundry ['lɔ:ndri] *n* прачечная  
 laureate ['lɔ:nt] *n* лауреат  
 lawyer ['lɔ:jə] *n* юрист  
 leave out ['li:v 'aʊt] *v* пропускать, упускать  
 lecture notes ['lektʃə 'nəʊts] конспекты  
 left-brain [left'breɪn] *n* левое полушарие мозга  
 legion ['li:dʒən] *n* легион  
 level ['levl] *n* уровень  
 Levis ['li:vəɪz] *n* джинсы «Ливайз»  
 likely ['laɪklɪ] *a* возможный, вероятный  
 literate ['lɪtərɪt] *a* грамотный; образованный  
 loading dock ['ləʊdɪŋ 'dɒk] погрузочная платформа  
 logistics [lə(v)'dʒɪstɪks] *n* логистика; снабжение, материально-техническое обеспечение  
 lose one's temper ['lu:z... 'tempə] терять самообладание  
 lose (lost) [lu:z, lɒst] *v* проигрывать; терять  
 loss [lɒs] *n* потеря; урон; убыток  
 low-grade [ləʊ'ɡreɪd] *a* низкосортный  
 loyal ['ləɪəl] *a* верный, преданный  
 loyalty ['ləɪəltɪ] *n* верность

## M

- magnate ['mæɡn(e)ɪt] *n* магнат  
 magnificent [mæɡ'nfɪsənt] *a* великолепный, величественный



major ['meɪdʒə] *n* главный предмет специализации, студент, специализирующийся по какому-л. предмету; *v* специализироваться; *a* главный, основной

machine-tool [məʃɪn tu:l] *n* станок

male [meɪl] *n* мужчина; *a* мужского пола, мужской

manufacture [mænjuˈfæktʃə] *n* производство; *v* производить

manufacturing supervision [mænjuˈfæktʃərɪŋ sjuːpəˈvɪzən] производственный контроль

marketer [ˈmɑːkɪtə] *n* амер. продавец

marriage [ˈmæɪdʒ] *n* замужество, женитьба, брак

mass media [mæs ˈmiːdiə] средства массовой информации

master's degree [ˈmɑːstəz dɪˈɡriː] степень магистра

matter [ˈmætə] *n* вопрос, дело; *v* иметь значение

measure [ˈmeʒə] *v* измерить; *n* мера

mechanics [miˈkænɪks] *a* механика

medicine [ˈmed(ɪ)sɪn] *n* медицина; лекарство

mediocre [ˈmiːdiəvkeɪ] *a* посредственный

melancholic [melənˈkɒlɪk] *a* меланхолический, грустный, печальный

memorial plaque [miˈmɔːriəl ˈplæk (ˈplæk)] мемориальная доска

menace [ˈmenɪs] *n* угроза, опасность

merchant [ˈmɜːtʃənt] *n* купец

merge [mɜːdʒ] *v* поглощать; сливать(ся), соединять(ся)

merger [ˈmɜːdʒə] *n* слияние, объединение (компаний)

merger [mɜːdʒiː] *n* одна из объединяющихся компаний

message [ˈmesɪdʒ] *n* сообщение, письмо

messy [ˈmesi] *a* неопрятный

micrometer [maɪˈkrɒmɪtə] *n* микрометр

microprocessor [ˈmaɪkrəˈprɒsesə] *n* микропроцессор

mild [maɪld] *a* мягкий

mind [maɪnd] *v* возражать

mine [maɪn] *n* шахта; добывать (уголь, руду)

mineral dressing [ˈmɪnərəl ˈdresɪŋ] обогащение полезных ископаемых

mining [ˈmaɪnɪŋ] *n* горное дело, горная промышленность; *attr* горный

minor [ˈmaɪnə] *n* второстепенный, не основной предмет; *a* второстепенный; *v* изучать в качестве второй специальности

minutiae [maɪˈnjuːʃiː] *n pl* лат. мелочи

misjudge [ˈmɪsˈdʒʌdʒ] *v* недооценивать, неверно оценивать

misjudgement [ˈmɪsˈdʒʌdʒmənt] *n* неправильное мнение, суждение; недооценка

mismanagement [ˈmɪsˈmænɪdʒmənt] *n* плохое, неправильное управление

mobile phone [ˈməʊbaɪl ˈfəʊn] мобильный телефон

monitor [ˈmɒnɪtə] *n* староста

motivate [ˈməʊtɪveɪt] *v* побуждать, мотивировать

motto [ˈmɒtəʊ] *n* девиз

move [muːv] *v* перемещать, передвигать

Muscovite [ˈmʌskəvaɪt] *n* москвич

musician [ˈmjuːzɪʃən] *n* музыкант

mutual [ˈmjuːtʃʊəl] *a* взаимный, обоюдный

## N

national insurance benefits государственные страховые пособия

neat [ni:t] *a* аккуратный

necessary [ˈnesəsəri] *a* необходимый

neglect [nɪɡˈlekt] *v* пренебрегать

negotiation [nɪˈɡəʊʃɪˈeɪʃən] *n* переговоры

network [ˈnetwɜːk] *n* сеть

no matter how [ˈnəʊ ˈmætə] как бы ни было

no matter what что бы ни было

noble [ˈnəʊbl] *a* благородный

non-profit organization [nɒnˈprɒfɪt ɔːɡənəɪˈzeɪʃən] общественная организация (благотворительная, просветительская)

Norwegian [nɔːˈwiːdʒən] *a* норвежский

numerous [ˈnjuːməərəs] *a* многочисленный

nutrition [njuːˈtrɪʃən] *n* питание, пища, корм

## O

obey [əˈbeɪ] *v* слушаться, повиноваться

objection [əbˈdʒekʃən] *n* возражение

obstinate [ˈɒbsɪnɪt] *a* упрямый  
 obvious [ˈɒvɪəs] *a* очевидный  
 occasionally [əˈkeɪznəli] *adv* случайно; изредка, время от времени  
 offend people [əˈfend] *v* обижать  
 official [əˈfɪʃəl] *n* должностное лицо, чиновник  
 opinion [əˈpɪnɪən] *n* мнение  
 opportunity [ˌɒpəˈtjuːnɪti] *n* возможность  
 oral care [ˈɔːrəl ˈkeə] уход за полостью рта  
 order [ˈɔːdə] *n* приказ, заказ; *v* приказывать, заказывать  
 order processing [ˈɔːdə ˈprəʊsesɪŋ] обработка заказа  
 Oriental [ˌɔːriˈeɪntl] *a* восточный  
 otherwise [ˈɒðəwaɪz] *adv* иначе  
 outline [ˈaʊtlaɪn] *n* набросок, эскиз, очерк; *v* обрисовать, наметить в общих чертах  
 overall [ˈəʊvərl] *n* спецодежда, рабочий халат  
 overnight [ˈəʊvəˈnaɪt] *adv* вдруг, неожиданно, сразу же  
 own [əʊn] *v* владеть

## P

p.m. [ˈpiːem] = post meridiem [ˈpəʊstməˈrɪdiəm] *adv* после полудня  
 package [ˈpækɪdʒ] *v* упаковывать  
 pants [pænts] *n* амер. штаны, брюки  
 participate [pɑːˈtɪsɪpeɪt] *v* участвовать  
 participative [pɑːˈtɪsɪpeɪtɪv] *v* участвовать  
 parties [ˈpɑːtɪz] *n* стороны (договора)  
 partnership [ˈpɑːtnəʃɪp] *n* партнерство  
 patient [ˈpeɪʃənt] *a* терпеливый  
 payment [ˈpeɪmənt] *n* оплата  
 payroll [ˈpeɪrəʊl] *n* фонд заработной платы; платежная ведомость; списочный состав  
 peer [pɪə] *n* равный (сверстник, коллега и т.д.)  
 performance [pəˈfɔːmæns] *n* интенсивность труда, работы; выполнение, действие  
 performer [pəˈfɔːmə] *n* исполнитель  
 perhaps [pəˈhæps] *adv* может быть, возможно  
 peril [ˈperɪl] *n* опасность, риск  
 permit [pəˈmɪt] *v* допускать; разрешать, позволять

persistent [pəˈsɪstənt] *a* упорный, настойчивый  
 personality [ˌpɜːsəˈnælɪti] *n* личность, индивидуальность  
 pet [pet] *n* любимое животное  
 pharmacist [ˈfɑːməsɪst] *n* фармацевт  
 philanthropist [fɪˈlæntʁəpɪst] *n* филантроп  
 philanthropy [fɪˈlæntʁəpi] *n* филантропия, благотворительность  
 phlegmatic [ˌflegˈmætɪk] *a* флегматичный, вялый; спокойный  
 picture [ˈpɪktʃə] *v* рисовать; представлять себе, воображать  
 pioneer a technology [ˌpaɪəˈniə tekˈnɒlədʒi] быть первооткрывателем технологии  
 place [ˈpleɪs] *v* определять на работу  
 plain [pleɪn] *a* простой  
 pledge [pledʒ] *n* обещание, обязательство  
 point [pɔɪnt] *n* главное, суть, смысл, «соль»  
 point out [ˈpɔɪnt ˈaʊt] *v* указывать, обращать внимание  
 polish [ˈpɒlɪʃ] *v* чистить  
 polite [pəˈlaɪt] *a* вежливый  
 pope [pəʊp] *n* римский папа  
 position [pəˈzɪʃən] *n* должность  
 possess [pəˈzes] *v* владеть; обладать  
 postgraduate [ˈpəʊst ˈɡrædʒuət] *n* аспирант  
 power [paʊə] *n* сила, власть  
 power figure [ˈpaʊə ˈfɪɡə] человек, обладающий властью  
 powered supports механизированная крепь  
 praise [preɪz] *n* похвала; *v* хвалить  
 predict [prɪˈdɪkt] *v* предсказывать, прогнозировать  
 prediction [prɪˈdɪkʃən] *n* предсказание, прогноз  
 present [prɪˈzent] *v* представлять  
 prestigious [prəˈstɪdʒəs] *a* престижный  
 prevailing [prɪˈveɪlɪŋ] *a* преобладающий, преобладающий, распространенный  
 prevent [prɪˈvent] *v* предотвращать  
 prevention [prɪˈvenʃən] *n* предупреждение, предотвращение  
 pricing [ˈpraɪsɪŋ] *n* назначение цены, ценообразование  
 pride [praɪd] *n* гордость  
 priest [priːst] *n* священник  
 private [ˈpraɪvɪt] *a* частный

proceed from [prə'si:d] *v* происходить, исходить  
 procurement [prə'kju:mənt] *n* закупки, материально-техническое снабжение, поставка  
 produce views [prə'dju:s... 'vju:z] высказывать точку зрения  
 product ['prɒdʌkt] *n* продукт  
 production [prə'dʌkʃn] *n* производство  
 production management управление производством  
 production manager руководитель производства; начальник производственного отдела  
 profit by ['prɒfɪt baɪ] *v* получить прибыль от чего-л.  
 profits ['prɒfɪts] *n* доходы  
 prominent ['prɒmɪnənt] *a* выдающийся, видный, известный  
 promote [prə'məʊt] *v* рекламировать; продвигать по службе; способствовать, помогать  
 promotion [prə'məʊʃən] *n* реклама, рекламная кампания; рекламный материал; продвижение по службе  
 prone (to smth) [prəʊn] *a* склонный (к чему-л.)  
 proper ['prɒpə] *a* надлежащий, правильный  
 properly ['prɒpəli] *adv* как следует, правильно  
 prospective [prəs'pektɪv] *a* будущий, ожидаемый, предполагаемый  
 prosperous ['prɒspərəs] *a* процветающий  
 psychology [saɪ'kɒlədʒɪ] *n* психология, психика, особенности характера  
 pumps [pʌmps] *n* туфли-лодочки  
 purpose ['pɜ:pəs] *n* цель  
 purposely ['pɜ:pəsli] *adv* нарочно, с целью, преднамеренно  
 pushy ['puʃɪ] *a* напористый  
 puzzle ['pʌzl] *n* загадка, головоломка

## Q

quality ['kwɒləti] *n* качество  
 queue [kju:] *n* очередь; *v* стоять в очереди

## R

R&D department отдел научно-исследовательских и опытно-конструкторских работ  
 raise [reɪz] *v* поднимать  
 reach [ri:tʃ] *v* достичь, добиться (цели, успеха)

realtor ['ri:altə] *n* амер. агент по продаже недвижимости  
 realty ['ri:əlti] *n* недвижимое имущество  
 reason ['ri:zn] *n* причина  
 reasoning ['ri:znɪŋ] *n* объяснение, аргументация  
 receive [ri'si:v] получать  
 receptionist [ri'sepʃənɪst] *n* секретарь, ведущий прием посетителей  
 recession [ri'seʃən] *n* спад, рецессия, падение, понижение  
 recipe ['resɪpi] *n* рецепт  
 recognition [rekəg'nɪʃən] *n* признание  
 recognize ['rekəgnaɪz] *v* признавать, узнавать  
 recruit [ri'krut] *v* вербовать, набирать, пополнять (состав)  
 recruiter [ri'krutə] *n* вербовщик  
 recycle [ri'saɪkl] *v* использовать повторно  
 referee [ri'fə:ri:] *n* лицо, дающее рекомендацию  
 reference ['refrəns] *n* рекомендация; лицо, дающее рекомендацию  
 refuse [ri'fju:z] *v* отказываться  
 reggae ['regɪ] *n* регги, реггей  
 reinforced concrete [rɪm'fɔ:st 'kɒnkri:t] железобетон  
 relate to [ri'leɪt] *v* относиться к  
 relations [ri'leɪʃənz] *n* отношения  
 reliable [ri'laɪəbl] *a* надежный  
 relocate [ri'ləu'keɪt] *v* переселять(ся)  
 rely on [ri'laɪ] *v* полагаться на  
 remain [ri'meɪn] *v* оставаться  
 remarkable [ri'mɑ:kəbl] *a* замечательный, выдающийся  
 representative [repri'zentətɪv] *n* представитель  
 reputable ['repjutable] *a* уважаемый  
 request [ri'kwest] *n* просьба; *v* просить  
 require [ri'kwaɪə] *v* требовать  
 research laboratory [ri'sɜ:tʃ la'borətəri] научно-исследовательская лаборатория  
 researcher [ri'sɜ:tʃə] *n* исследователь  
 reserved [ri'zə:vd] *a* сдержанный, необщительный  
 respect [ris'pekt] *n* уважение; *v* уважать  
 respectable [ris'pektəbl] *a* почтенный, приличный  
 respectively [ris'pektɪvli] *adv* соответственно

respond [ris'pɒnd] *υ* отвечать, реагировать  
 responsibilities [ris'pɒnsɪ'bɪlɪz] *n* (должностные) обязанности  
 responsible [ris'pɒnsəbl] *a* ответственный  
 resume ['rezju(:)meɪ] *n* *фр.* резюме; сводка, содержащая сведения о человеке, его образовании, профессии и т.д.  
 retain [ri'teɪn] *υ* нанимать (посредника)  
 retainer [ri'teɪnə] *n* поручение посреднику или адвокату ведения дела; соглашение между клиентом и посредником  
 return [ri'tɜ:n] *n* доход, прибыль  
 reverse [ri'vɜ:s] *υ* отменять, аннулировать  
 review [ri'vju:] *υ* просматривать, проверять  
 reward [ri'wɔ:d] *n* награда; *υ* награждать  
 right-brain [raɪt'breɪn] *n* правое полушарие мозга  
 rival ['raɪvəl] *n* соперник, конкурент; *a* конкурирующий;  
     *υ* конкурировать  
 rotation [rəu'teɪʃən] *n* ротация (кадров)  
 rough [rʌʃ] *a* грубый  
 rove [rəʊv] *υ* бродить  
 rude [ru:d] *a* грубый

## S

sack [sæk] *υ* уволить  
 sad [sæd] *a* печальный, грустный  
 safe [seɪf] *a* безопасный  
 sales figures ['seɪlz 'fɪgəz] данные о продаже товаров  
 sales reductions [ri'dʌkʃənz] снижение объема сбыта  
 sales technique [tek'nɪks] метод продаж  
 sand [sænd] *n* песок  
 sandpaper ['sæn(d) peɪpə] *n* наждачная бумага  
 sanguine ['sæŋɡwɪn] *a* сангвинический, жизнерадостный  
 satisfaction [sætɪs'fækʃən] *n* удовлетворение  
 satisfy ['sætɪsfaɪ] *υ* удовлетворять  
 satisfy the needs удовлетворять потребности  
 save (one's) face не уронить достоинства, спасти свою репутацию  
 scarce [skeɪs] *a* дефицитный, недостающий

schedule ['fedju:l], *амер.* ['skedju:l] *n* расписание, таблица, график  
 science and engineering наука и техника  
 Scotch tape ['skɒtʃteɪp] склеивающая лента, «скотч»  
 search ['sɜ:tʃ] *n* поиски; *υ* искать (for)  
 secure [si'kjʊə] *υ* гарантировать, обеспечивать  
 seek, sought [si:k, sɔ:t] *υ* искать; пытаться, стараться (с последующим Inf.)  
 sense [sens] *n* чувство; смысл  
 sensible ['sensəbl] *a* разумный, благоразумный, здравомыслящий  
 sensitive ['sensɪtɪv] *a* чувствительный  
 sensitivity [sensɪ'tɪvɪti] *n* чувствительность  
 service industry ['sɜ:vɪs 'ɪndəstri] сфера услуг  
 service station автосервис  
 set up *υ* учреждать, основывать  
 sexual harassment ['sekʃʊəl 'hæərəsmənt] сексуальное домогательство  
 shape [ʃeɪp] *n* форма; *υ* формировать  
 share [ʃeə] *n* акция  
 shareholder ['ʃeəhəʊldə] *n* акционер  
 shift [ʃɪft] *n* смена  
 shop-window ['ʃɒpwaɪndəʊ] *n* витрина магазина  
 shortcoming ['ʃɔ:t kʌmɪŋ] *n* недостаток  
 should [ʃʊd] *υ* следует, должен  
 show (showed, shown) off ['ʃəʊ ('ʃəʊd, 'ʃəʊn) 'ɒf] *υ* хвастать, рисоваться  
 sign [saɪn] *n* вывеска  
 silence ['saɪləns] *n* тишина, молчание  
 similar ['sɪmlə] *a* похожий, подобный  
 skill [skɪl] *n* опыт, искусство; умение; талант, дар, способность  
 skill in / at using a computer умение пользоваться компьютером  
 smart [smɑ:t] *a* сообразительный, умный; модный  
 smile at smb. улыбаться кому-л.  
 soap [səʊp] *n* мыло  
 soar [sɔ:] *υ* повышаться



soberly ['sɒbəli] *adv* трезво  
 sociable ['səʊsiəbl] *a* общительный  
 socialize ['səʊʃəlaɪz] *v* общаться  
 society [sə'saɪəti] *n* общество  
 software ['sɒftweə] *n* программное обеспечение  
 solution [sə'lu:ʃən] *n* решение  
 sophomore ['sɒfəmo:] *n* амер. студент-второкурсник  
 sound [saʊnd] *n* звук; *v* звучать  
 source ['sɔ:s] *n* источник, основа, начало  
 sower ['saʊə] *n* сеялка  
 space [speɪs] *n* пространство, место  
 speak out ['spi:k 'aʊt] *phr* *v* высказываться откровенно  
 specialist in smth ['speʃəlɪst] специалист в какой-л. области  
 speciality [speʃi'æliti] *n* специальность; специализация, основное занятие  
 specialization [speʃəlaɪ'zeɪʃən] *n* специализация  
 specify ['spesɪfaɪ] *v* точно определять, устанавливать  
 spelling ['spelɪŋ] *n* правописание  
 sporty ['spɔ:ti] *a* разг. спортсменский; лихой, удалой; щегольской; веселящийся  
 spreadsheet ['spredʃi:t] *n* крупноформатная таблица  
 stage [steɪdʒ] *n* стадия, ступень, этап  
 stand one's ground ['stænd ...'graʊnd] не отступать, стоять на своем  
 stand for ['stænd] *v* означать  
 staple goods ['steɪpl 'gʊdz] массовые товары, основные товары  
 stapler ['steɪplə] *n* степлер  
 starch [stɑ:tʃ] *n* крахмал  
 state [steɪt] *v* заявлять, утверждать  
 stationary goods канцелярские товары  
 stocks [stɒks] *n* акции и облигации  
 stone [stəʊn] *n* камень  
 stranger ['streɪndʒə] *n* незнакомый человек, незнакомец  
 strength [streŋθ] *n* сила, сильная сторона, достоинство  
 strenuous ['streɪnjuəs] *a* напряженный, трудный  
 string [strɪŋ] *n* струна  
 stubborn ['stʌbən] *a* упрямый

student body [stju:d(ə)nt 'bɒdi] контингент студентов  
 study by correspondence ['stadi baɪ ,kɒris'pɒndəns] учиться заочно  
 sub-editor [sʌb'edɪtə] *n* помощник редактора  
 subnormal [sʌb'nɔ:məl] *a* поднормальный, ниже нормального  
 subspecies [sʌb'spi:ʃi:z] *n* подвиды  
 suffer ['sʌfə] *v* страдать  
 sugar manufacturer ['ʃʊɡə ,mænju'fæktʃərə] производитель сахара  
 suggest [sa'dʒest] *v* предлагать  
 suggestion [sa'dʒestʃən] *n* предложение  
 suit [sju:t] *v* удовлетворять требованиям, подходить  
 suitable ['sju:təbl] *a* подходящий, соответствующий  
 summon ['sʌmən] *v* вызывать  
 superior [sju:'piəriə] *n* начальник, вышестоящий  
 supervisor ['sju:pəvaɪzə] *n* надсмотрщик, контролер  
 support [sə'pɔ:t] *n* поддержка; *v* поддерживать; содержать  
 supporter [sə'pɔ:tə] *n* сторонник  
 surface ['sɜ:fɪs] *n* поверхность  
 surround [sə'raʊnd] *v* окружать  
 survey ['sɜ:veɪ] *n* отчет  
 surveying [sə'veɪnɪŋ] *n* съемка, маркшейдерия  
 survive [sə'vaɪv] *v* выживать  
 Swedish ['swɪ:diʃ] *a* шведский  
 swiftly ['swɪftli] *adv* быстро  
 switch [swɪtʃ] *v* переключаться  
 swanky ['swæŋki] *a* разг. щегольской, шикарный; хвастливый  
 synthetic [sɪn'tetɪk] *a* синтетический

## Т

tactful ['tæktɪfʊl] *a* тактичный  
 tailor ['teɪlə] *n* портной; *v* шить  
 Taiwanese [taɪwa:'ni:z] *n* тайванец; *a* тайваньский  
 take over ['teɪk 'əʊvə] *phr* *v* присоединять (фирму)  
 takeover ['teɪk 'əʊvə] *n* приобретение контрольного пакета акций (какой-л. компании другой компанией); слияние компаний; поглощение одной компании другой

tap-dance [ˈtæpdɑːns] *v* отбивать чечетку  
 task [tɑːsk] *n* задача, задание  
 team [tiːm] *n* команда  
 technical drawing [ˈteknɪkəl ˈdrɔːɪŋ] черчение  
 temperament [ˈtempərəmənt] *n* темперамент  
 tend *v* иметь склонность, тенденцию  
 tender [ˈtendə] *a* нежный  
 tenuous [ˈtenjuəs] *a* бедный, незначительный  
 terms of delivery [ˈtɜːmz əv drɪˈlɪvəri] условия поставки  
 terms of payment условия оплаты  
 textile [ˈtekstaɪl] industry  
 though [ðəʊ] *conj* хотя; несмотря на  
 through [θruː] *prep* через, посредством  
 tie [taɪ] *v* связывать  
 tip [tɪp] *n* *разг.* намек, совет  
 tiresome [ˈtaɪəsəm] *a* утомительный, скучный  
 tobacco [təˈbækəʊ] *n* табак  
 tolerance [ˈtɒlərəns] *n* терпимость (к чему-л.)  
 tool [tuːl] *n* инструмент  
 top [tɒp] *v* превосходить, быть первым  
 tornado [tɔːˈneɪdəʊ] *n* сильный ураган, смерч  
 tournament [ˈtuənəmənt] *n* турнир  
 trade [treɪd] *n* профессия; торговля; *v* торговать; *a* профессиональный  
 trademark [ˈtreɪdmɑːk] *n* торговая марка  
 transfer [trænsˈfɜː] *v* переносить, передавать  
 transition [trænˈzɪʃən, trænˈsɪʒən] *n* переход  
 treat [triːt] *v* относиться, обращаться  
 trial [ˈtraɪəl] *n* испытание  
 trifling [ˈtraɪflɪŋ] *a* пустяковый  
 trim [trɪm] *a* аккуратный, подтянутый, нарядный  
 trust [trʌst] *n* вера, доверие; *v* верить, доверять  
 trustworthy [ˈtrʌstwɜːði] *a* заслуживающий доверия  
 tsar [zɑː] *n* царь  
 turn into [tɜːn] *v* превращать в  
 twice [twɑːs] *adv* два раза, дважды  
 tycoon [taɪˈkuːn] *n* магнат, воротила

## U

unattractive [ˌʌnəˈtræktɪv] *a* непривлекательный  
 uncertainty [ʌnˈsɜːntɪ] *n* неизвестность, неопределенность  
 uncommunicative [ˌʌnkəˈmjuːnikətɪv] *a* необщительный, замкнутый  
 undergraduate [ˌʌndəˈɡrædʒuət] *n* студент последнего курса  
 undisciplined [ʌnˈdɪsɪplɪnd] *a* ведициplinированный  
 unexpectedly [ˌʌnɪksˈpektɪdli] *adv* неожиданно  
 unfortunately [ʌnˈfɜːtʃənli] *adv* к сожалению, к несчастью  
 unique [juːˈniːk] *a* уникальный, единственный в своем роде  
 unite [juːˈnaɪt] *v* объединять  
 unjust [ʌnˈdʒʌst] *a* несправедливый  
 unproductive [ˌʌnpɹəˈdʌktɪv] *a* непродуктивный, непроизводительный  
 used [juːst] *to* + Infinitive иметь в прошлом обыкновение делать что-либо  
 useless [ˈjuːslɪs] *a* бесполезный

## V

value [ˈvæljuː] *n* ценность; *v* ценить  
 vanity [ˈvænɪti] *n* тщеславие  
 variety of [vəˈraɪəti] множество, ряд  
 various [ˈvɛəriəs] *a* различный  
 vehicle [ˈvɪkl] *n* транспортное средство  
 vendor [ˈvendə] *n* продавец  
 victim [ˈvɪktɪm] *n* жертва  
 view [vjuː] *v* осматривать, рассматривать  
 violate [ˈvaɪələnt] *v* нарушать  
 virtuous [ˈvɜːtʃuəs] *a* добродетельный  
 visualize [ˈvɪʒʊəlaɪz] *v* делать видимым, наглядным  
 vitality [vaɪˈæltɪti] *n* жизнеспособность

## W

wander [ˈwɒndə] = rove [rouv] *v* бродить  
 waste [weɪst] *n* бесполезная трата; *v* тратить, расточать (время, деньги)  
 weakness [ˈwiːknɪs] *n* слабость  
 wealth [welθ] *n* богатство, материальные ценности  
 wealthy [ˈwelθi] *a* богатый, состоятельный

well-bred [ˈwelˈbred] *a* воспитанный  
 well-dressed [ˈwelˈdrest] *a* хорошо одетый  
 wet [wet] *a* мокрый, влажный  
 whenever [wenˈevə] *adv* когда бы ни, всякий раз, как только  
 whether [ˈweðə] *conj* ли  
 wholesale [ˈhəʊlseɪl] *n* оптовая торговля; *a* оптовый  
 will (willed) *v* хотеть, желать  
 willing [ˈwɪlɪŋ] *a* готовый (охотно) сделать что-л.  
 willingness [ˈwɪlɪŋnis] *n* готовность  
 win, won [wɪn, wɒn] *v* выигрывать, побеждать  
 winner [ˈwɪnə] *n* победитель, выигравший  
 with regard to [wɪˈɡɑːd] по отношению к, относительно, что касается  
 within the framework of smth [wɪˈðɪn] в рамках чего-л.  
 wonder [ˈwʌndə] *v* хотеть знать  
 woodmill [ˈwʊdmɪl] *n* деревообрабатывающая фабрика  
 word processing [ˈwɜːd ˈprəʊsesɪŋ] электронная обработка текста  
 work capacity [ˈwɜːk kəˈpæsɪti] работоспособность  
 work out *phr v* разработать  
 workaholic [ˈwɜːkəˈhɒlɪk] *n* трудоголик  
 workforce [ˈwɜːkfoːrs] *n* рабочая сила, рабочие  
 worthy [ˈwɜːði] *a* достойный  
 Wrangler [ˈræŋɡlə] jeans джинсы «Рэнглер»  
 wrap (up) [ˈræp (ˈʌp)] *v* обертывать

## X

Xerox copier [ˈziəroks ˈkɒpiə] «Ксерокс» (множительный аппарат)

## LIST OF PROPER NAMES

Alfred Nobel [ˈælfɪd nəʊˈbel] Альфред Нобель  
 Alfred P. Sloane Jr. (=Junior) [ˈælfɪd ˈpiːˈsləʊn ˈdʒuːniə] Альфред П. Слоун младший  
 Benjamin Franklin [ˈbendʒəmin ˈfræŋklɪn] Бенджамин Франклин  
 Carlan [ˈkɑːlən] Карлан  
 Dale Carnegie [ˈdeɪl kɑːˈneɪdʒi] Дейл Карнеги  
 Fred Pryor [ˈfred ˈpraɪə] Фред Прайор  
 Henri Fayol Анри Файоль  
 Henry Ford [ˈhenri ˈfɔːd] Генри Форд  
 Henry Tate [ˈhenri ˈteɪt] Генри Тейт  
 Jim Braham [ˈdʒɪm ˈbreɪəm] Джим Брейем  
 Jim Marshall [ˈdʒɪm ˈmɑːʃəl] Джим Маршалл  
 John Davison Rockefeller [ˈdʒɒn ˈdeɪvɪsn ˈrɒkəfələ] Джон Дэвисон Рокфеллер  
 John R. Noe [nəʊ] Джон Р. Ноу  
 Michelangelo [ˈmaɪkl ˈændʒələʊ] Микеланджело  
 Penny Hughes [ˈpeni ˈhjuːz] Пенни Хьюз  
 Ralph Waldo Emerson [ˈrælf ˈwɔːldəʊ ˈeməsn] Ральф Уолдо Эмерсон  
 Rick Brinkman [ˈrɪk ˈbrɪŋkmən] Рик Бринкман  
 Robert M. Bramson [ˈrɒbət ˈem ˈbræmsn] Роберт М. Брэмсон  
 Robert Owen [ˈrɒbət ˈəʊn] Роберт Оуэн  
 Scott Walmsley [ˈskɒt ˈwɔːmzli] Скотт Уомзли

## LIST OF GEOGRAPHICAL NAMES

Amsterdam [ˈæms.təˈdæm] г. Амстердам  
 Asia [ˈeɪ.ʃə] Азия  
 Beijing [ˈbeɪˈdʒɪŋ] г. Пекин  
 Birkenhead [ˈbɜːkənˌhed] г. Беркенхед  
 Chicago [ˈtʃɪˈkɑːɡoʊ] г. Чикаго  
 Commonwealth of Independent States Содружество Независимых Государств  
 Denmark [ˈden.mɑːk] Дания  
 Indianapolis [ˌɪndiˈænpələɪs] г. Индианаполис  
 Italy [ˈɪtəli] Италия  
 Germany [ˈdʒɜːmənɪ] Германия  
 Japan [dʒəˈpæn] Япония  
 Kansas City [ˈkænzəs ˈsɪti] г. Канзас-Сити  
 Maastricht [mɑːˈstrixt] г. Маастрихт  
 Merseyside [ˈmɜːzɪsaɪd] Мерсисайд  
 Minnesota [ˌmɪnɪˈsɔʊtə] шт. Миннесота  
 Mo. = Missouri [nuˈzuəri] шт. Миссури  
 Mount Kilimanjaro [ˈmaʊnt ˌkɪlmənˈdʒɑːrəʊ] гора Килиманджаро  
 Netherlands [ˈnedələndz] Нидерланды  
 Norway [ˈnɔːweɪ] Норвегия  
 Spain [speɪn] Испания  
 Sweden [ˈswɪːdn] Швеция  
 Switzerland [ˈswɪtsələnd] Швейцария  
 Taiwan [taɪˈwɑːn] Тайвань  
 Zurich [ˈzuəriːk] г. Цюрих

## Keys

1.2. Exercise 4. 1) at, of, in; 2) as; 3) in; 4) as, in; 5) in, for; 6) on, —; 7) by, in; 8) of; 9) after, to; 10) in, in.

Exercise 7. 1) are; 2) was; 3) are; 4) is; 5) am; 6) is / was; 7) was; 8) is; 9) is; 10) were; 11) is; 12) is.

1.3. Exercise 8. 1) are kept; 2) told; 3) was organized; 4) has; 5) will be invited; 6) would phone; 7) are held; 8) speaks; 9) was met; 10) participated; 11) would be informed; 12) comes.

1.4. Exercise 6. 1) has (got) / had (got) / will have; 2) had; 3) Have... got / Do... have, have (got); 4) Do... have / Have... got, do / have; 5) has (got); 6) had; 7) Have; 8) has (got) / had (got); 9) have had; 10) Did... have; 11) Have... had; 12) will have; 13) has (got); 14) had to.

2.1. Exercise 7. 1) is serving; 2) were having; 3) will be working; 4) was raining; 5) were doing, was checking; 6) would be waiting; 7) is coming; 8) is going; 9) are going; 10) are you doing; 11) are being typed; 12) were being discussed; 13) is being built; 14) are reading.

2.2. Exercise 4. 1) a, d, f, g, h, i, j; 2) c, k; 3) e; 4) a; 5) b; 6) a, e, f, i; 7) c, d, i; 8) a, d, f, g, h, i, j; 9) a, b, d, f, i; 10) a, c, d, f, h, i, j.

Exercise 8. 1) by, by; 2) by; 3) as, for / in / at; 4) in; 5) of, for, in / at; 6) with; 7) to, of; 8) for, —; 9) of, at; 10) of, at, of.

Exercise 9. 1) to see; 2) to phone; 3) to examine; 4) to maintain; 5) to hold; 6) to study; 7) help; 8) to see; 9) to have got; 10) to be offered.

2.3. Exercise 8. 1) buy; 2) are owned; 3) employs; 4) are employed; 5) heads; 6) is run; 7) chairs; 8) are chaired; 9) attend; 10) are attended.

3.1. Exercise 5. 1) as; 2) of; 3) in; 4) in / at; 5) with; 6) in; 7) of; 8) to; 9) for; 10) of, on, of, for, in.

3.2. Exercise 7. 1) e; 2) g; 3) a; 4) f; 5) b; 6) d; 7) c; 8) i; 9) h; 10) b; 11) j; 12) e.



**Exercise 8.** 1) have seen; 2) will have passed; 3) had found; 4) would have been delivered; 5) have been signed; 6) had been delivered; 7) will have been sent; 8) would have typed; 9) has travelled; 10) shall have read; 11) had landed; 12) has been cut; 13) had been completed.

**4.1. Exercise 10.** 1) Can / Could; 2) can; 3) can; 4) Can / Could; 5) can / could; 6) Can; 7) can't / can; 8) can; 9) can; 10) was able.

**4.3. Exercise 8.** 1) had Xeroxed; 2) had sent; 3) had been received; 4) had confirmed; 5) had reserved; 6) had worked; 7) had been given; 8) had gone; 9) had been invited; 10) had never had.

**Exercise 9.** 1) had left; 2) retired, is living; 3) was late, was nervous, had never been late; 4) had never taken; 5) had used; 6) was speaking, rang; 7) have had; 8) was, asked, would give; 9) is; 10) was given; 11) do ... pay; 12) is not liked / was not liked / won't be liked.

**5.2. Exercise 7.** 1) May; 2) may / might, may / might; 3) May; 4) may / might; 5) might; 6) May; 7) may / might; 8) may; 9) May; 10) may; 11) May; 12) May.

**6.2. Exercise 7. A.** 1) wasn't informed; 2) was appointed; 3) introduced; 4) was dismissed; 5) neglected, was demoted; 6) hoped; 7) was promoted; 8) was offered; 9) were set and met; 10) sent.

**B.** 1) have you been studying; have been taking; have been doing; 2) has been living; 3) had been working; 4) will have been working; 5) had been looking; 6) would be working; 7) have been trading; 8) had been waiting; 9) have been working; 10) has been writing.

**6.3. Exercise 6.** 1) at, on; 2) in; 3) at, —, without; 4) to, by, at; 5) at, from, to; 6) by; 7) into; 8) to, of; 9) at; 10) at; 11) in, with, of, of; 12) by, among, between.

**Exercise 7.** 1) have been returned; 2) has begun; 3) has stopped; 4) have been sent; 5) has held; 6) have been; 7) has been met; 8) has been served; 9) has chosen; 10) has spoken.

**7.1. Exercise 6.** 1) —; 2) a very interesting piece of; 3) is; —; 4) comes; 5) is; 6) some; 7) is; It is; 8) little; 9) some; 10) —; 11) —; 12) some.

**Exercise 12.** 1) У плохого мастера всегда инструмент виноват. 2) Не вози уголь в Ньюкасл. (*Ср. рус. В Тулу со своим самоваром не ездят.*) 3) Бог помогает тем, кто помогает себе сам. (*Ср. рус. Бог-то Бог, да и сам не будь плох.*) 4) Учиться никогда не поздно. 5) Исправить ошибку никогда не поздно. 6) За все браться и ничего толком не уметь. 7) Век живи, век учись. 8) Предупреждение лучше лечения. 9) С практикой приходит мастерство. (*Ср. рус. Дело мастера боится.*)

**7.2. Exercise 7.** 1) doesn't do, will be fired; 2) will / shall come and see, have; 3) work, will be promoted; 4) has finished / finishes, will go; 5) go, will / shall be able; 6) comes, will have been examined; 7) happens; 8) work, will pass; 9) come; 10) will / shall return, am detained. **Exercise 8.** 1) discussing; 2) founded; 3) closed; 4) paying; 5) finished; 6) contributing; 7) produced; 8) having signed.

**8.1. Exercise 7.** 1) could give; 2) were doing; 3) can steer; 4) dropped; 5) will be able; 6) was; 7) was; 8) takes; 9) hadn't chosen; 10) had made; 11) had; 12) want.

**Exercise 8.** 1) get; 2) will come; 3) finish; 4) will have finished; 5) have; 6) work; 7) will come; 8) come; 9) would receive; 10) come.

**8.2. Exercise 7.** 1) can; 2) could; 3) can / could / may; 4) shan't / won't be able to; 5) can / could / may; 6) can't; 7) can, can't; 8) can / could / may; 9) can't; 10) was able to.

**Exercise 8.** 1) Are you willing; 2) is being discussed; 3) are being closed; 4) is the delegation arriving; 5) is advertising; 6) am looking; 7) is going; 8) is being made; 9) was being served; 10) was climbing; 11) was snowing; 12) was answering; 13) was constantly arguing; 14) will be doing; 15) will be travelling; 16) will be discussing; 17) was having; 18) would be waiting.

**Exercise 10.** 1) would be going; 2) was considering; 3) were missing; 4) will be working; 5) was ... doing; 6) will ... be staying; 7) were being studied; 8) was receiving, was making; 9) are being interviewed; 10) am thinking; 11) are ... feeling, am feeling; 12) is losing.

**8.3. Exercise 7.** 1) will receive; 2) will be lost; 3) will meet; 4) will be promoted; 5) will give; 6) won't be taken;

7) will represent; 8) will be impressed; 9) will be sent; 10) will take part; 11) should / would be met; 12) would work; 13) would graduate; 14) would be invited.

**9.2. Exercise 6.** 1) would be; 2) would have never finished; 3) would have never started; 4) would have begun; 5) wouldn't have recommended; 6) would have finished; 7) would like; 8) would stop; 9) would know.

**9.3. Exercise 7.** 1) would explain; 2) would have been; 3) would like; 4) would be happy; 5) Would you like; 6) would have met; 7) wouldn't mind; 8) wouldn't have phoned; 9) would accept; 10) would have warned.

**Exercise 16.** 1) enters; 2) is; 3) has earned; 4) set up; 5) is; 6) has made; 7) have struggle; 8) approaches; 9) makes; 10) runs; 11) is sipping; 12) is; 13) says; 14) feel; 15) was trying; 16) was focused; 17) concentrated; 18) was sent; 19) became; 20) ask; 21) was; 22) started off; 23) procured; 24) took up; 25) went; 26) moved; 27) was forced; 28) is; 29) wanted; 30) got; 31) started; 32) has been selling; 33) has.

**10.1. Exercise 8.** 1) over; 2) in, in; 3) between, in; 4) in, for; 5) in; 6) to; 7) in; 8) as, of, in; 9) in, through; 10) -, of; 11) of, around, from; 12) from, to; 13) of, in, with; 14) of, on.

**Exercise 9.** 1) speaking; 2) exported; 3) having drunk; 4) brought; 5) questioned; 6) studying; 7) waiting; 8) written; 9) examining; 10) informed.

**10.2. Exercise 6.** 1) by, in; 2) for; 3) with / among; 4) in, to, at, of; 5) at, in; 6) in; 7) to; 8) to; 9) to; 10) about / on, on; 11) into; 12) with, in.

**Exercise 16.** 1) founded; 2) maker; 3) swimming; 4) influential; 5) famous; 6) growing; 7) old-fashioned; 8) essentially; 9) training; 10) mathematicians; 11) contested; 12) consumers.

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